San Francisco Public Library

Branch Library Focus Groups

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Summary of Qualitative Research

May 15, 2001

David Binder Research

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Background

In November, 2000, San Francisco voters passed Proposition A, a bond measure to refurbish and revitalize San Francisco's branch libraries. To better understand public opinion and prioritization of various branch library services and features, the San Francisco Public Library retained the services of David Binder Research to conduct both focus groups and polling research services. The project was structured so as to conduct the focus group research among various demographic subsets of branch library users, as well as some non-users, and to then use the focus group findings to structure both an on-site survey of branch library users.

Methodology

This document summarizes the results of the five focus groups conducted between April 24 and April 30 in the City of San Francisco. Four groups dealt with separate demographic subsets of library users including Teens (13-18), Generation Y (ages 19 – 24), parents with children still at home, and Seniors (over 65.) A fifth group was conducted consisting of San Francisco residents who had not used the library in at least the last year. Focus group participants were guided through a discussion of branch libraries beginning with a general assessment of the library, opinions about the particular branch library they use most, a discussion of library modernization, a specific questionnaire about library features, responses to specific potential changes at the library, and finally, a space allocation exercise.

Specific summaries of each of the focus groups, along with group composition charts and responses to the various exercises are included at the end of this report. Groups were conduced at two sites in San Francisco, Consumer Research and Fleishman Field Research. The schedule of groups is outlined below.

Group Composition	Site	Date and Time
Generation Y (ages 19-24) library users	Consumer Research	April 24, 2001 6:00 p.m.
Senior (65+) library users	Consumer Research	April 28, 2001 6:00 p.m.
Non-library users	Consumer Research	April 28, 2001 8:00 p.m.
Teen (ages 13-18) library users	Fleischman Field Research	April 30, 2001 9:00 p.m.
Library users with minor children at home (parents)	Fleischman Field Research	April 30, 2001 9:00 p.m.

<h1 style="text-align:center">Executive Summary</h1>

General Library Usage

Each discussion group began with a general overview of why patrons use the library and how often they go. Participants were asked which libraries they use and to differentiate between the main and branch library services they used.

Focus group participants reported a wide range of library usage patterns. Teens tended to use the branch libraries for school related activities or just "hanging out" while parents overwhelmingly reported their primary usage was for their children. Seniors and Gen. Y participants reported using the library often to research various topics of interest.

Participants generally indicated they were more likely to go to the main library for specific research projects, to locate complex reference material or to use a computer. Branch libraries were more likely to be used based on their proximity, and ease of access, or for particular language or ethnic collections some branches specialize in.

Without exception, every focus group clearly prioritized books as the first and foremost priority of the main and branch libraries. Participants consistently expressed a desire for more, up-to-date books. This was emphasized in the exercise in which teams were asked to allocate blocks of space to particular branch library functions. 43% of the total space allocated in these exercises was to adult and children's stacks.

Every group included participants who said they rely on the library for computer access, or have done so in the past. While younger, more computer savvy participants were critical of the age and condition of the computers. Some seniors showed enthusiasm for having computers in the library so they could learn to use them.

Branch Library Physical Improvements

Next, participants were asked to focus more specifically on the branch libraries and to grade them based on the branch library they used most often. Participants were then asked to brainstorm both physical library features and services which caused lead them to grade the library as they did.

Lack of space and poor physical maintenance generally emerged as the most common criticisms of San Francisco's branch libraries. Patrons saw the building exteriors as drab and uninviting, poorly landscaped and the doors as unwelcoming.

The most common suggestion for change was that the library provide more, comfortable, cushioned seating and lounging areas in which to read and browse material. Every group made this point with the parents seeming most adamant about the need for comfortable space so they could read to their children. Participants also regularly suggested improved natural lighting be incorporated into the library.

A handful of participants raised the issue of bathroom cleanliness as another fault of the branch libraries. Parents in particular worried that their children might be exposed to inappropriate behavior such as homeless persons bathing in the bathrooms or drug paraphernalia. Most participants preferred single-sex multi-stalled bathrooms over unisex single stall facilities. However, when asked in the space allocation exercise to choose between multi-stall single sex bathrooms and more space

for books, the vast majority chose to allocate more space to books and sacrifice the larger bathrooms in favor of the smaller, unisex single stall bathrooms.

On-site coffee bars and snack foods received mixed support and opposition. Teens and some seniors tended to most strongly favor the on-site option while most others opposed it, fearing patrons would damage books with the food or that it would lead to another Starbucks, which they expressly named and disliked. Ironically, many participants also revealed they   frequently spend time reading and browsing in Border's Books because it is more comfortable than the library and has on-site coffee and food.

Respondents frequently indicated a separate computer room was desirable to them. Computers ranked third overall in the space allocation exercise (12%) behind books (43%) and reading/browsing space (18%.)

Branch Library Service Improvements

The most common suggested improvement to library services was that the library have more up-to-date books, and that the library have multiple copies of popular titles.

Another common criticism of the library, more strongly heard from seniors and parents, is that the branch library hours are inconsistent and unpredictable. Participants regularly suggested increasing the amount and regularity of branch library hours.

A large number or respondents spread throughout the groups indicated they wished the branch libraries would engage in more community outreach, letting local neighborhoods know more about upcoming library events and functions.

Modernization vs. the Library of My Youth

Next, participants were asked to address the tension between the modernization of the library and the desire to keep "the library of my youth." The placement and use of computers was of particular importance in this section. Participants in most groups agreed the issue of modernizing the library was a complicated one. Generally, most participants said they wanted a modern library with modern books and well designed, well lit building.

A clear difference of opinion emerged between the two schools of thought with Gen. Y users in particular saying they valued an "old-school" feel to the library with particular emphasis on wood and a historical, book oriented environment. They specifically eschewed glass and metal material, a sentiment echoed in the library non-users group from which criticism emerged comparing the new Main Library to a hospital and a prison because of its layout and the choice of construction materials. However, teen library users actually suggested they wanted more metal in the library buildings.

Other library users indicated they wanted a modern library but one that emphasized books and restricted computer usage and access so as to not disturb library patrons who were reading quietly. These strategies included isolating computers from stacks and reading areas and limiting Internet use to non-chat room and gaming activities.

In the context of this discussion, participants clearly placed a high value on the atmosphere of the library and to this extent, again, they generally focused on a book-centered environment with plenty of quiet reading time.

Library Ranking Exercise

After the discussion of modernization, group participants were asked fill out a survey to rate several different aspects of the library. Generally, focus group participants agreed strongly that the library is safe, clean and has adequate space for children.

Respondents also agreed, though at weaker levels, that the library was inviting and welcoming, that patrons could usually find what they are looking for and that it was easy to find adequate places to sit, read and study.

Respondents were mixed when asked if the library had enough materials that are accessible to the public. Respondents were also mixed when asked if the library had enough computers that are accessible to the public. Participants agreed that the library staff are knowledgeable, professional, friendly and courteous.

Library patrons were not sure if there is adequate space in the library for teenagers.
Patrons strongly felt that the bathrooms are not clean or accessible. They also felt the library does not have adequate space for community meetings.

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
1. Is the library safe?	18	16	5	1	0
		32			**1**
2. Is the library clean?	13	17	4	5	1
		30			**6**
3. Is the library inviting and welcoming?	11	14	6	8	1
		25			**9**
4. Is the library staff knowledgeable and professional?	15	13	10	2	0
		28			**2**
5. Is the library staff friendly and courteous?	15	11	9	5	0
		26			**5**
6. Are the bathrooms clean and accessible?	1	7	14	13	7
		8			**20**
7. Does the library have enough books and materials that are accessible to the public?	4	12	10	11	2
		16			**13**

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
8. Does the library have enough computers that are accessible to the public?	3	8	12	14	2
		11			**16**
9. Is it easy to find adequate places to sit, read and/or study?	7	15	6	7	5
		22			**12**
10. Does the library have adequate space for children?	13	14	8	2	2
		27			**4**
11. Does the library have adequate space for teenagers?	2	8	18	7	3
		10			**10**
12. Does the library have adequate space for community meetings	0	6	18	11	4
		6			**15**
13. Can you usually find what you are looking for?	4	16	9	9	1
		20			**10**

These responses do not include participants from the library non-users group, who where not administered the questionnaire.

Responses to specific library improvements

After the questionnaire was administered, participants were asked to provide feedback on a number of different potential changes to service at the branch libraries. A simple hands-up, hands-down voting mechanism was used to determine levels of support or opposition to each proposed change.

Co-location of branches with school libraries – generally, most groups opposed this idea on the premise that reading ought to be easily accessible in schools and concerns over the distance children would have to travel to get to the library. However, parents supported this idea saying it might ease school overcrowding.

Express checkout – group participants generally supported this concept. Some noted it has already been implemented at the Main Library. One parents noted her children really enjoyed the process of checking out their own books.

Self-Sorting returns – most respondents generally thought this was an acceptable option but expressed significant reservations that other patrons would not sort the books and would force library staff to do the work instead.

Combining children & adult non-fiction – this idea was overwhelmingly rejected by all the groups. Many felt the adult material would be confusing, overwhelming and inappropriate for children to have to wade through in order to find their own material. Others felt adults would be distracted from their quest for quiet reading time by children in the adult stacks.

Combining information with checkout – Most group participants rejected this idea out of the single concern that it would increase the time spent waiting in line. It should be noted that participants may have not fully understood this concept and assumed the information and checkout functions would be handled by the same staff.

Open reserves – Most groups also rejected this idea but again, possibly more through misunderstanding the concept than actual reservations about it. Some raised concerns that open reserves would lead to people taking books not intended for them. Others expressed privacy concerns that they didn't want people looking under the slips of paper on the spine to see what other people were checking out of the library.

Mail delivery of materials – Many respondents said this seemed like a good idea although they raised concerns about the cost of providing the service, the staff time required to package materials, and the enforceability of payment for the service.

Naming of building areas or collections for donors – Most focus group participants said this was a good idea and an effective fundraising tool. Some expressed concerns that the library as a public space should not have corporate sponsors on-site and one parent said she did not want the library to imprint corporate identity on her children. Still, naming collections for individuals or families seemed appropriate to most participants and some suggested it might be an inspiring feature for children to excel.

Restrooms – Generally, participants indicated they desired larger multi-stall single gender bathrooms. However, when forced to choose between these bathrooms and smaller unisex single stall bathrooms to make way for more books, an overwhelming majority of participants selected the smaller bathrooms. Concerns were raised over children being exposed to inappropriate activity in the bathroom as well as drug use and homeless activity in the bathrooms. Patrons generally gave bathroom cleanliness lower scores during the questionnaire section of the focus groups.

Computers – Generally, participants indicated they wanted a separate computer section, segregated from the rest of the library because of noise considerations. Patrons were critical of the noise some teens made using the computers and also expressed some distrust of computers as distractions from the book reading process. This was mainly true among seniors. Some younger library users indicated integrating computers throughout the library would make it easier to use them in research settings alongside other library resources. Still, during the grid space allocation exercise, participants tended to keep computers separate from the rest of the library.

Consistency of branch layout – Most groups tended to reject this option, most likely because they assumed a worse case scenario of identical building styles and content. Participants consistently expressed a desire for the branch libraries to reflect the ethnic and cultural composition of the surrounding neighborhood. Only the parents group expressed some interest in this approach indicating it may be possible for the library to retain neighborhood character but still have some general stylistic consistency to help patrons identify different library resources with more ease.

Library Space Allocation Exercise

The final element of the focus group was designed to measure the different trade-offs library patrons would make between different library elements and services when faced with limited space. Focus groups were divided into teams of two and then each team was given a piece of paper with a grid of 25 boxes on it. Teams were asked to "design" their own branch library, choosing elements from a list of different library features with numeric goals attached them. For instance, if computers were to be put in a separate room, they required four squares. If they were integrated into the rest of the library they only required three. Unisex, single-stall bathrooms occupied one square each while larger, single-sex multi-stall bathrooms took up much more space.

As noted previously, adult book stacks tended to be the highest priority in all groups, followed by children's stacks, computers and then an adult reading area. Respondents tended to keep computer resources separated from the rest of the library materials.

Respondents were mixed on the notion of setting aside a separate children's reading area. During the discussion phase of each group, participants expressed concern about the level of noise children sometimes introduce into the library. Parents were particularly committed to ensuring there is a separate reading area for children in the libraries.

Smaller, unisex bathrooms were generally selected in order to make way for space for more books. Most respondents were willing to combine the circulation and information desks to save space.

While participants often expressed interest in having some sort of community space for public meetings and events, during the space allocation exercise community meeting space was often completely dropped from the library layout.

Similarly, space for teens was often completely omitted from the layout suggestions in favor of more stacks of adult books.

The following chart illustrates the breakdown of responses.

Gen. Y	Seniors	Teens	Parents	Total	%	
37	36	30	37	140	28%	**Adult stacks**
19	18	15	22	74	15%	**Children stacks**
10	15	15	19	59	12%	**Computers**
18	14	6	10.5	48.5	10%	**Adult reading area**
11	9	9	9.5	38.5	8%	**Child's reading area**
8	7	11	9	35	7%	**Unisex bathrooms**
8.5	8	8	9.5	34	7%	**Circulation desk**
5.5	8	8	6.5	28	6%	**Information desk**
4	2	12	2	20	4%	**Teen area**
4	5	7	0	16	3%	**Community room**
0	0	4	0	4	1%	**Multi-stall bathrooms**
125	122	125	125	497	100%	

Parent Users Focus Group Analysis

This group was composed of eleven parents with children at home who use the library, recruited from main and branch campuses of the San Francisco Public Library. The group was generally balanced by gender and ethnicity. Participants were guided through a discussion of the main and branch libraries, general patterns of library usage, preferences for improvement, facility layout, and prioritization of library features. Participants were also asked to complete two written exercises to further explore their attitudes and beliefs about library facilities.

Focus Group Participants

Name	Gender	Library	Neighborhood	Visit w/ Kids	Kids Age	Ethnicity	Age
Alba C.	F	Glen Park, Noe Valley	Glen Park	Yes	10	Latina	26
Rashmi G.	F	Sunset	19th/Irving Branch	No	3 wks	Asian	32
Rette T.	F	Park, West Portal	Upper Haight	No	18	Cauc	58
Susan B.	F	Merced, Noe Valley	Noe Valley	Yes	10	Cauc	34
Shannon S.	M	Mission, Main	Hayes Valley	No	6 mos	Cauc	25
Elizabeth C.	F	Noe Valley, Eureka, Portola, Glen Park	Noe Valley	Yes	4,8	Cauc	35
Dominic D.	F	Excelsior/Presidio, Main	Haight	Yes	7,18 mos, 2 mo	Afr. Am	22
Geoff K.	M	Richmond	Russian Hill	Yes	3.5 yrs	Cauc	34
Betty M.	F	Western Addition	Western Addition	Yes	7, 2.5yrs	Cauc	39
Renee H.	F	Bernal Heights	Bernal Heights	Yes	5	Afr. Am/Latina	29
Charles C.	M	North Beach	Mission	Yes	9	Latino	58

General Usage

Most parents indicated they go to the library to provide reading services for their children more than they do for themselves. A minority of parents with younger children indicated the age of their children made using the library more difficult.

Branch Library Usage

- When asked to grade the branch libraries, most responded with a C. When asked to identify positive elements of the library, branches were described as friendly to kids, particularly the Noe Valley Branch. Staff were seen positively and computer access was also mentioned as positives. Programming such as LapSit was positively identified and parents indicated support for walled off, enclosed spaces in the library for children.

- A number of negative descriptors also emerged. Library facilities were described as : run-down, depressing and unwelcoming. Patrons expressed concern over limited book selections and homeless persons on the premises. Others said there was too much emphasis on entertainment and not enough on reading. Others claimed the books were outdated and often missing. The bathrooms were described as dirty and inadequate. Some parents suggested installing changing tables in the bathrooms. Some said staff was unfriendly and seemed "annoyed". A significant element said there was too little comfortable space to sit and read to children. Others suggested the noise and chaos of the computer areas was disturbing and suggested fixing the headphones on the computers.

- Next, participants were asked to identify specific changes they would like to see made to the library. Suggested physical improvements included more space for books; more comfortable places for sitting and reading to children; cleaner, well-maintained bathrooms with separate stalls and changing tables for kids; featured shelving for new material such as "librarian picks"; and improved landscaping.

- One participant suggested creation of a library flag which would be used to identify branch libraries throughout the city.

- Suggestions for increased and improved services included new book readings (particularly by children's book authors), increased space for community meetings, presentation of children's films such as shorts and cartoons, presentations and performance by magicians and artists, development of an outreach class on how to use the library, geneology research services, focus of branch libraries on specific neighborhood identities and ethnicities, and as a deposit for historical pictures.

- One participant suggested the re-establishment of the Financial District business library.

Modernization

- When asked if the library was modern enough, participants quickly agreed there needed to be a balance between modern and traditional uses and resources and that "modern" itself was difficult term to define. Participants clearly placed an emphasis on books over other uses but also pointed out the library needed to have more modern and contemporary books. Some dislike of computer usage patterns emerged with some saying teen use of the library computers for Internet chatrooms and gaming should be abolished to ensure others have access to the computers. Some participants reiterated the need to make computer use a quieter activity at the library that would not bother other patrons.

- One participant, a mother with four children, indicated access to the computers at the library was very important to her as she needed them to hunt for career information, job listings and child-care.

- When asked to summarize the most important changes that could be made at the library, participants identified better lighting, more consistent hours, open and inviting doors, clean facilities and friendly staff.

Changes in Library Functions and Services

- Parents generally responded favorably to the co-location of school and branch libraries saying it would help school overcrowding. Other parents noted the branches may already be

too small to absorb the collections from schools. Parents were supportive of the co-location of school libraries with a boy's or girl's club or senior center, so long as it means new space is being opened rather than old space being closed.

- Almost unanimous support emerged for the express checkout procedure, with one parent particularly noting that her children really enjoy the process.

- Self-sorting of library returns also received strong support with parents noting that even while some people may not bother to sort their books, any time saved up front would assist librarians in their work schedules.

- Parents strongly rejected the combining of children's and adult non-fiction collections, saying it would be too confusing to children to have to wade through the stacks of adult books looking for their children's books.

- Parents strongly opposed the combining of check-out and information desks on the basis that it would increase the amount of time spent waiting in line.

- A majority of parents supported the placement of reserved materials on a specific shelf with the reserver's name on the spine of the book but expressed a common concern that other patrons would take the book.

- Most parents were undecided though the group leaned against the use of the postal service to deliver books through the mail out of concerns that the library would not be able to collect the fee and that it's not worth the expense to provide the service.

- Parents were generally supportive of naming areas or naming collections for benefactors who provide funds for the library although this seemed more acceptable if they were individuals or families and not corporations. One parent specifically indicated they did not want the library to build brand loyalty in their kids.

- Parents strongly supported the notion of separate, multi-stall gender specific bathrooms. One woman expressed her desire to keep young girls away from older men in bathrooms. Another claimed in some existing single-stall library bathrooms, "junkie's use it to shoot up."

- By a vote of ten to one, parents supported segregating computers from the rest of the library and placing them in a distinct location within the library, mainly out of concern for noise.

- Participants were mixed in their response to a common layout and feel to the branch libraries saying they desired a non-homogenous layout and feel but that some consistency would help patrons to find materials more easily and quickly.

Questionnaire Responses

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
1. Is the library safe?	3	5	2	1	
	8				**1**
2. Is the library clean?	1	5	1	3	1
	6				**4**
3. Is the library inviting and welcoming?	2	5	1	2	1
	7				**3**
4. Is the library staff knowledgeable and professional?	3	4	2	2	
	7				**2**
5. Is the library staff friendly and courteous?	2	5	3	1	
	7				**1**
6. Are the bathrooms clean and accessible?			3	4	4
	0				**8**
7. Does the library have enough books and materials that are accessible to the public?		2	1	6	2
	2				**8**
8. Does the library have enough computers that are accessible to the public?	1	3	2	5	
	4				**5**
9. Is it easy to find adequate places to sit, read and/or study?	2	3		3	3
	5				**6**
10. Does the library have adequate space for children?	3	4	2	2	
	7				**2**
11. Does the library have adequate space for teenagers?	1	2	6	2	
	3				**2**
12. Does the library have adequate space for community meetings		3	4	4	
	3				**4**
13. Can you usually find what you are looking for?	1	4	2	3	1
	5				**4**

Results of Prioritization Grid Worksheet

The following is a summary of the results of the exercise in which participants were asked to prioritize the layout of a branch Library and make decisions about what potential features they would sacrifice in order to ensure other priorities important to them were included in the library. The focus group was divided into 5 teams of two and asked to allocate space to the following library features on a 5 by 5 grid. Numeric guidelines were provided to generally direct participants.

	Parent group 1	Parent group 2	Parent group 3	Parent group 4	Parent group 5	Parent Total	%
Adult stacks	8	5	9	8	7	37	30%
Children stacks	4	7	4	4	3	22	18%
Adult reading area	2		1.5	4	3	10.5	8%
Child's reading area	2		1.5	4	2	9.5	8%
Computers	4	4	4	3	4	19	15%
Unisex bathroom	2	3	2		2	9	7%
Circulation desk	1.5	2	3	1	2	9.5	8%
Community room						0	0%
Information desk	1.5	2		1	2	6.5	5%
Teen area		2				2	2%
Multi-stall bathroom						0	0%
	25	25	25	25	25	125	

Senior Users Focus Group Analysis

This group was composed of ten library users over the age of 65, recruited from main and branch campuses of the San Francisco Public Library. The group was generally balanced by gender, ethnicity and residence within The City. Participants were guided through a discussion of the main and branch libraries, addressing topics such as general patterns of usage, preferences for improvement, facility layout and prioritization of library features. Participants were also asked to complete two written exercises to further explore attitudes and beliefs about library facilities.

Focus Group Participants

Name	Gender	Library	Neighborhood	Ethnicity	Age
David O.	M	Main/Eureka Valley	Tenderloin	Cauc	65
Ted B.	M	Main/Eureka Valley	Lower Haight	Cauc	65
Virginia G.	F	Bay View	Hunter's Point	Afr. Am.	66
Leatrice B.	F	Taraval, Main	Sunset	Native Am.	65
Joseph S.	M	Merced	Park Merced	Cauc	65
Diane P.	F	Chinatown, Main	Russian	Armenian	66
Raul R.	M	Marina, Main	Marina	Latino	71
Naomi H.	F	West Portal, Main	West Portal	Cauc	66
Cecilia C.	F	West of Twin Peaks	West Portal	Asian	68
Dr. Mark R.	M	Western Addition	Western Addition	Cauc	69

General Library Usage

Senior branch library users indicated they used the library as often as a few times a week to as seldom as four times a year. They noted that they were more likely to use the Main Library rather than the branches for items such as videos and periodicals and to research historical events or other items in greater detail.

Branch Library Usage

- Participants were asked to grade branch libraries, and responses ranged from an "A" to a "C", on an scale of "A" through "F". Inconsistent hours, uncomfortable seating and direct comparisons with Border's books were the most common criticisms resulting in a lower grade for the branch libraries.

- When asked to identify positive aspects of branch libraries, respondents consistently mentioned that they found library staff to be both helpful and friendly and that they were learning about computers, many for the first time. Some participants stated they had received specific help and training from library staff in basic computer usage skills.
- Negative responses to the library centered on inconsistent hours at the branch libraries, and uncomfortable environmental factors such as too little space, unused space, uncomfortable chairs and poor temperature regulation (usually described as being "too hot".)

- When asked to suggest physical improvements to the library, participants suggested better temperature regulation, enlarging facilities, providing better photocopying services, more

comfortable chairs and adding an auditorium for poetry reading, community films and other performance art space.

- Suggested service enhancements to the library included reducing noise levels, not disposing of books, increasing library hours and increase staff accordingly, providing computer classes, adding DVD's and audio books (particularly for the blind) and increasing kids programming (particularly for teens). Increased focus on those with reading disabilities, clearer delineation of subject matter and on-site surveys for patron feedback were also suggested.

- Some participants suggested on-site coffee and snack services but a majority disagreed, worrying about spills and other messes produced by food in the library. Specific criticisms included concerns about smell, damage to books, and general distraction from the reading environment.

- Participants were supportive of a CD listening station so long as it remained separate from the reading areas of the library, once again, out of concern for distraction from the focus on reading.

Modernization

- When asked about the dynamic of modernizing the library vs. preserving the "library of my youth" general agreement existed that the library must modernize and stay abreast of emerging information technology. This sentiment extended to desire among participants to become more computer savvy. However, participants voted overwhelmingly to prioritize books over computer space. There was widespread agreement that the issue of balancing technology and books would be difficult to resolve.

Changes in Library Functions and Services

- General soft support emerged for combining branch libraries with school libraries with identified advantages being enhancing the literacy rate among children, pulling children away from videogames and the joy senior patrons would feel seeing children in the library. However, participants strongly agreed that a library in a senior center joined with a girls and boys club would be a better idea.

- Express checkout received unanimous support due to its time saving potential and the freeing up of staff time to help patrons.

- Self sorting of returns received general support (7-3, 1 undecided), as they were troubled with the potential of materials being mixed up and fines not being paid when materials are returned late.

- Participants opposed the mixing of adult and children's non-fiction almost unanimously saying both adults and children would be discouraged from using the stacks and that the height demands of shelving space was different for the two groups.

- Combining circulation with the information desk was generally opposed out of concern it would increase the amount of time patrons spent standing in line.

- Participants unanimously rejected the option of open reserves out of privacy concerns as well as the ease in which that other patrons could take the books off the shelves and disregard the reservations.

- Mailing library materials to the disabled received strong support although there was some apprehension about who else might get access to this service, as well as questions about trusting the post office with library materials.

Questionnaire Responses

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
1. Is the library safe?	9	1	0	0	0
2. Is the library clean?	7	3	0	0	0
3. Is the library inviting and welcoming?	4	3	2	1	0
4. Is the library staff knowledgeable and professional?	7	3	0	0	0
5. Is the library staff friendly and courteous?	6	3	1	0	0
6. Are the bathrooms clean and accessible?	1	4	3	1	1
7. Does the library have enough books and materials that are accessible to the public?	2	5	1	2	0
8. Does the library have enough computers that are accessible to the public?	0	3	2	5	0
9. Is it easy to find adequate places to sit, read and/or study?	1	4	3	1	1
10. Does the library have adequate space for children?	2	7	1	0	0
11. Does the library have adequate space for teenagers?	0	2	4	2	1
12. Does the library have adequate space for community meetings	0	2	5	3	0
13. Can you usually find what you are looking for?	2	6	1	1	0

Results of Space Prioritization Grid Worksheet

The following is a summary of the results of the exercise in which participants were asked to prioritize the layout of a branch Library and make decisions about what potential features they would sacrifice in order to ensure other priorities important to them were included in the library. The focus group was divided into 5 teams of two and asked to allocate space to the following library features on a 5 by 5 grid. Numeric guidelines were provided to generally direct participants.

	Seniors group 1	Seniors group 2	Seniors group 3	Seniors group 4	Seniors group 5	Seniors Total	%
Adult stacks	5	6	9	6	10	36	31%
Children stacks	5	2	4	2	5	18	15%
Adult reading area	2	6	0	6	0	14	12%
Child's reading area	1	0	0	5	3	9	8%
Computers	4	3	1	3	1	12	10%
Unisex bathroom	2	1	2	1	1	7	6%
Circulation desk	2	1.5	2	1.5	1	8	7%
Community room	1	0	3	0	1	5	4%
Information desk	2	1.5	2	1.5	1	8	7%
Teen area	1	0	0	0	0	1	1%
Multi-stall bathroom	0	0	0	0	0	0	0%
	25	21	23	26	23	118	

Non-Users Focus Group Analysis

This group was composed of eight library non-users, recruited randomly from lists of San Francisco residents. The group was generally balanced by gender, ethnicity and residence within The City. Participants were guided through a discussion of library usage including a general explanation of why they do not use the library, along with preferences for improvement and prioritization of library features. Participants were also asked to complete one written exercise to further explore attitudes and beliefs about library facilities.

Focus Group Participants

Name	Gender	Neighborhood	Library Experience	Ethnicity	Age
Winny LI	F	Outer Mission	never--no interest	Asian	27
David C.	M	Ingleside	never--no interest	Asian	30
Edwin R.	M	North Point	has been	Latino	33
Karen S.	F	Russian Hill	never--no interest	Latina	34
Tim W.	M	Mission	never--no interest	Caucasian	40
Alaine C.	F	Richmond	opening	Caucasian	44
Deborah V.	F	SOMA	never--Internet	Af. Am	51
Patricia C.	F	Embarcadero	opening	English	51

General Library Usage

- Several respondents in this group indicated they preferred small bookstores to the library, for a variety of reasons including: the bookstores are more current than the library, easier to access, more comfortable, and more reputable. Several participants indicated they had attended readings at bookstores recently.

- Participants indicated they relied on the Internet for information instead of the library and they were more likely to purchase a book they wished to read than to borrow it from the library.

- Six of the eight participants had used a library at some point but had not returned in at least the past year.

- Strong emotional criticism of the new main library emerged from a minority of participants, who described it as being "too corporate", difficult to find materials in, not committed to reading and that the art and sculpture inside were of poor taste.

- Other reasons for not using the library included not having enough time because of parental obligations, and not liking the pressure to return the books. When asked to summarize why they do not use the library, two participants said it was because they disliked the main library, three said it was because the library is not current and five said it was because there are other, better places to find information and materials.

- Several participants voiced strong opinions that they were supportive of the library as a social institution and believed it was important but that it served a different socio-economic group than the one in which they saw themselves. They voiced support for library bond measures and indicated they would continue to support the library. These respondents indicated the library was more important for younger, less affluent residents and students who needed free access to information.

- When asked what would motivate them to visit the library, some participants indicated that a social environment, such as a book club or author's reading would be attractive. Another indicated that making the library a better resource for parents and children would be helpful. Others pointed to the library as a source of old, archived material, which is not available on the Internet as another reason they would consider using the library.

Branch Library Usage

- When asked to grade the branch libraries specifically, six graded them a C, one graded them a C- and one graded them a D. The most common criticisms of branch libraries were that the facilities appeared old, dirty, unkempt and not cared for. Other descriptors for the branch libraries included places for people who have nowhere else to go, "hold-overs from a failed past", and mausoleum-like.

- When asked to suggest improvements to the branch library, participants said they wanted to make the library more "inviting, warm and human." Participants also suggested better hours, more help finding material, better maintenance, and warm lighting, "human space scaled for me", quiet pools of light, and more printed materials.

Modernization

Participants in this group discounted the notion that there is an inherent conflict between technology and books. Instead, they believed a balance could be struck between books and technology. However, they still maintained that the priority ought to be books over technology.

Changes in Library Functions and Services

- Participants in this group had mixed responses to the various proposed changes in library services including more comfortable seating, more quiet study space, a separate computer room, and a computer training class. While a handful were softly positive on these ideas, most declined to side either way. Stronger support emerged for a "virtual relationship" with the library in which patrons could access more library material through the Internet. Many of these participants seemed tech savvy.

- Co-location of school libraries at branches received mild response, although one participant expressed reservations about taking libraries out of schools.

- Express checkout was generally seen as a good idea by most participants.

- Naming collections and areas or the library for major donors was generally seen as a positive idea, although the division between individuals vs. corporate emerged here as well.

- Non-users indicated they believed the library needed to market itself more aggressively and perform more outreach to underserved communities.

Questionnaire Responses

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO	Total
1. Is the library safe?	5	2	1			**7**
2. Is the library clean?	3	5				**8**
3. Is the library inviting and welcoming?	2	5		1		**7**
4. Is the library staff knowledgeable and professional?	4	4				**8**
5. Is the library staff friendly and courteous?	2	5				**7**
6. Are the bathrooms clean and accessible?	3	3	2			**6**
7. Does the library have enough books and materials that are accessible to the public?	4	5				**9**
8. Does the library have enough computers that are accessible to the public?	2	5				**7**
9. Is it easy to find adequate places to sit, read and/or study?	3	4	1			**7**
10. Does the library have adequate space for children?	4	2	2			**6**
11. Does the library have adequate space for teenagers?	1	2	3	2		**3**
12. Does the library have adequate space for community meetings		2	4	1	1	**2** … **2**
13. Can you usually find what you are looking for?	3	4	1			**7**

Gen Y Users Focus Group Analysis

This group was composed of ten library users between the ages of 18 and 25, recruited from main and branch campuses of the San Francisco Public Library. The group was generally balanced by gender and ethnicity. Participants were guided through a discussion of the main and branch libraries, addressing topic such as general patterns of usage, preferences for improvement, facility layout, and prioritization of library features. Participants were also asked to complete two written exercises to further explore attitudes and beliefs about library facilities.

Focus Group Participants

Name	Gender	Libraries Used	Neighborhood	Ethnicity	Age
Roxanne D.	F	Main/Marina	Pacific Heights	Asian/Cauc	20
Erica H.	F	Main	Noe Valley	Af Am/Cauc	20
Christian F	M	Main/North Beach	Nob Hill	Cauc	24
Norie M	F	Main	Sunset	Filipino/Mexican	20
Meredith E	F	Main/Noe/Ocean View/W Portal/Presidio	Hayes Valley	Cauc	24
John T.	M	Main/Haight	Bay Shore	Cauc	20
Josh S	M	Main	Upper Haight	Cauc	24
Ashley B	F	Main/Presidio	Mission/Dolores	Cauc	20
Eleazar T	M	Mission	Mission	Latino	19
Michiko T	F	Noe Valley	Noe Valley	Asian	23
Olga P	F	Harvey Milk, Main	Mission/Dolores	Cauc	20
Jason L	M	Sunset	Sunset	Asian	22

General Library Usage

- Not surprisingly, Internet access was important to these participants and they frequently pointed to the lack of web access at branch libraries as a negative. The age and speed of the computers and the limited time accessibility were also mentioned. Most seemed to agree that the computers should be separated from the rest of the library although during the space allocation exercise, some groups chose to conserve space by spreading computers through the library rather than keeping them separate.

- Significant emotional response emerged around the issue of "atmosphere" in the library. Along with more lighting and better ventilation, participants also indicated they wanted to retain an "old school" feeling, wherein library patrons feel surrounded by stacks of books and quiet. Respondents were sensitive to noise issues, particularly related to small children, and, as a result, did not want to mix child and adult collections. More couches and lounge space were also mentioned as necessary elements to foster a relaxed atmosphere.

Branch Library Usage

- Overall, the branch libraries were rated a "B", on a scale of A-F. Participants generally agreed that poor computer access, limited space, and lack of resources as extensive as those at the Main Library prevented them from giving the branch libraries an "A". However,

some respondents noted that particular branch libraries had good collections of foreign language materials reflecting the character of surrounding ethnic neighborhoods.

Changes in Library Services

- Respondents generally voted in support of integrating school libraries with branch libraries, though important reservations were raised. As was aforementioned, some participants objected to the level of noise this would possibly add to the branch library and others objected to eliminating libraries in the schools themselves.

- Express checkout was also strongly supported. Respondents suggested having more than one checkout line. However, it was mentioned that multiple checkout lines could be confusing to some patrons, and suggested it was may be too chaotic.

- Respondents also responded negatively to the proposed combining of the checkout and information desks, as it would only hinder both processes. It is important to note, however, that the participants remained open to the idea for space saving reasons.

- Self-sorting of returns was met with cynicism. These participants suggested people were too lazy to sort books themselves and would just end up putting them in any available slot forcing staff to do the sorting themselves. In an effort to facilitate the process, one participant suggested color-coding materials with stickers.

- Combining the children's and adult collections was met with strong negative response. Participants indicated the system would be confusing for both children and adults. There was also apprehension that having the children in the adult stacks would increase noise, and, as a result, frustrate adults. A concern was also raised that it may overwhelm to the children as well.

- Open reserves were also met with skepticism and confusion. Respondents seemed unable to understand the concept and rejected it. Most thought other patrons would simply take the materials for their own use anyway. Some concern was noted over the placement of names on the spines of books.

- Mail delivery of books was softly positive though group members were worried that it would increase demands on staff time to package material for mailing.

- While initial reaction to corporate naming privileges as a fundraising mechanism was positive, it turned strongly negative after being discussed with one respondent calling it "sleazy". Participants indicated they want a "neutral" space and expressed reservations about the potential for censorship, which they thought was inherent with corporate sponsorship, citing Borders Books as an example. However, respondents remained open to the concept of naming facilities after specific people and donors.

- Most agreed they preferred larger multi-use bathrooms without lines. However, participants had little reservation limiting the size of bathrooms, opting to use unisex single stall bathrooms in the space allocation exercise instead of larger, gender specific multi-stalled bathrooms.

- During the exercise to determine preferences for space layout, most participants chose to prioritize adult stacks ahead of everything else, followed by children's stacks. Community

space and multi-stall bathrooms were the most common sacrifices made. Some also made decisions to combine the information and circulation desks. It should be noted that there were inconsistencies between preferences for the layout of libraries and the decisions made when forced to allocate space in this exercise.

- Respondents indicated they did not want branch libraries to all have consistent layouts. Instead, they preferred buildings with unique layouts reflecting the character of the specific neighborhood in which the branch is located.

- Other suggestions for improvement included establishing closer relationships between the library and teachers to enhance the relationship between students (K-12) and the library. One person also suggested establishing more opportunities for internships and job opportunities for youth at the library.

Responses to Questionnaire

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
1. Is the library safe?	5	2	3	0	0
2. Is the library clean?	2	5	1	2	0
3. Is the library inviting and welcoming?	3	3	1	3	0
4. Is the library staff knowledgeable and professional?	4	3	3	0	0
5. Is the library staff friendly and courteous?	5	2	3	0	0
6. Are the bathrooms clean and accessible?	0	2	4	5	1
7. Does the library have enough books and materials that are accessible to the public?	1	3	5	1	0
8. Does the library have enough computers that are accessible to the public?	1	2	3	1	2
9. Is it easy to find adequate places to sit, read and/or study?	2	3	3	1	1
10. Does the library have adequate space for children?	4	0	4	0	1

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
11. Does the library have adequate space for teenagers?	1	2	5	0	1
12. Does the library have adequate space for community meetings	0	0	7	1	1
13. Can you usually find what you are looking for?	1	3	3	2	0

Results of Prioritization Grid Worksheet

The following is a summary of the results of the exercise in which participants were asked to prioritize the layout of a branch library and make decisions about what potential features they would sacrifice in order to ensure other priorities important to them were included in the library. The focus group was divided into 5 teams of two and asked to allocate space to the following library features on a 5 by 5 grid. Numeric guidelines were provided to generally direct participants.

Overall, as was mentioned above, the groups consistently shirked away from community meeting space and multi-stall bathrooms and prioritized adult stacks and reading materials ahead of everything else. They also showed regular comfort with combining the circulation and information desks to conserve space.

	Gen. Y group 1	Gen. Y group 2	Gen. Y group 3	Gen. Y group 4	Gen. Y group 5	Gen. Y Total	%
Adult stacks	6	8	8	8	7	37	31%
Children stacks	3	5	4	2	5	19	16%
Adult reading area	5	0	2	4	4	15	13%
Child's reading area	2	0	2	5	2	11	9%
Computers	4	2	2	0	2	10	8%
Unisex bathroom	2	2	2	1	1	8	7%
Circulation desk	0.5	3	0.5	1.5	2	7.5	6%
Community room	0	3	1	0	0	4	3%
Information desk	0.5	0	0.5	1.5	2	4.5	4%
Teen area	1	0	0	1	0	2	2%
Multistall bathroom	0	0	0	0	0	0	0%
						118	

Teen Users Focus Group Analysis

This group was composed of ten teenage library users, recruited from main and branch campuses of the San Francisco Public Library. The group was generally balanced by gender and ethnicity. Participants were guided through a discussion of the main and branch libraries, general patterns of usage, preferences for improvement, facility layout and prioritization of library features. Participants were also asked to complete two written exercises to further explore attitudes and beliefs about library facilities.

Focus Group Participants

Name	_Sex_	_Library_	_School_	_Ethnicity_	_Age_
Jessica L.	F	9th/Lick Wilmerding High School	Main Branch and Noe Valley Branch	White	15
Nicholas P.	M	9th/Abraham Lincoln High School	Main Branch and Ortega Branch	White	15
Randy N.	M	9th/Phillip and Sala Burton High School	Main Branch and Excelsior Branch	Latino/Hispanic	14
Adrian V.	M	12th/Abraham Lincoln High School	West Portal Branch and Parkside Branch	Asian American	17
Christopher H.	M	12th/Sacred Heart Cathedral High School	Main Branch and West Portal Branch	White	17
Eboni V.	F	10th/Leadership High School	Bernal Heights Branch	African American	16
Stephanie S.	F	9th/Katherine Delmar High School	Marina Branch	White	14
Gabriella P.	F	12th/Lowell High School	Main Branch/West Portal Branch and Oceanview Branch	White	18
Lia W.	F	12th/Lowell High School	Main Branch/Glen Park Branch/West Portal Branch	White	18
Ellington C.	M	12th/Sacred Heart Cathedral High School	Main Branch	Asian American	18

General Library Usage

- The focus group began with a discussion of the various reasons teens used the library. Responses included quiet school related research, because they forgot a book at school, to kill time, to use the bathroom, for pleasure reading, to get CD's, to access non-English media, and to make photocopies. When asked to choose between reasons they used the library, 6 said for school work and 3 said for pleasure.

- When asked if they would continue to use the library once they were done with school, teen participants quickly responded that they thought the library was outdated and would need to be modernized in order to hold their attention after graduation.

Branch Library Usage

- When asked to grade the branch libraries, most teens gave it a B with A- and C+ being the highest and lowest scores given. When asked to elaborate on why they didn't all give the library an A, participants said the library was "not exceptional" and described it as "gloomy" and "uncomfortable" both in terms of atmosphere and seating. Other criticisms included that the library was cold and had poor lighting, that they had trouble finding material and that at the main they had trouble getting attention from staff.

- Strong positive response emerged over the fact that patrons under 17 don't have to pay library fines except on videotapes although participants disputed that the policy was consistent across branch libraries.

- When asked to suggest physical improvements to the library, respondents suggested several, including: better natural lighting, padded seating, improved bathrooms, art installations on the walls of the library and more up-to-date books.

- Other service improvements included providing community space for teen support groups on cancer, AIDS, and eating disorders, providing teen day care services for young moms, career planning resources, and book clubs. Some dissent emerged here with some teens questioning whether they would use these services if they existed although others indicated they definitely would use the services.

Modernization

- In direct contrast to other groups, teens suggested they would like having a Starbucks or some other coffee shop in the library. They also specifically suggested using more metal in the library architecture rather than wood. Some disagreement emerged on this topic as others pointed out metal is "colder" than wood. Still, there was not strong consensus that the library ought to have an old-school, wooden atmosphere.

- Teens were asked to comment on the general tension between an old-fashioned library and a modern facility. They clearly prioritized updated books as the most important aspect of the library. This was linked to the library as a research facility rather than as a place to check out books.

Changes in Library Functions and Services

- Teens were also more likely to want larger multi-stalled bathrooms rather than the unisex single stall option. They also raised objections to the single sheet toilet paper used at some branch libraries and suggested traditional rolls of toilet paper were preferable.

- Suggested improvements to library service included adding more staff, putting paperback books on shelves instead of in spinning racks, and modernizing the computers.

- Teen respondents were confused about the need and workability of 24-hour librarian assistants available through the Internet and generally opposed the idea.

- Soft support emerged for a library service which faxed information or articles to library users.

- Teens also indicated it was important to have specific space set aside for children in the library and suggested establishment of a separate room to contain noise. Teens recited fond memories of library services they enjoyed as children including being read to and participating in basic theater.

- When asked to prioritize improvements to the library, comfortable seating, a coffee shop and longer hours were generally identified as most important. As in other groups, some participants indicated they are more likely to read and study at Barnes and Noble than at the library because the bookstore has more comfortable seating than the library.

- When asked to describe how the teen area at the Main Library ought to be configured, participants indicated they did not desire absolute silence but wanted a little "white noise" in the background, although there was some disagreement about this. Others indicated the level of quiet in the library made them uncomfortable and embarrassed to cough or sneeze.

- Some suggested onsite college counselors.

- Teens were neutral or opposed to the co-location of branch libraries and indicated they thought it was important to keep libraries in public schools.

- Teens unanimously supported the express checkout idea but suggested it may not be necessary at branch libraries, only at the main.

- Participants were neutral or supportive of self-sorting returns, expressing similar concerns as in other groups that library patrons would lazily just drop all the books in the same slot without sorting them. However, they indicated it was more important to do whatever the librarians wanted to do.

- Participants unanimously opposed the combining of the adult and children's non-fiction collections.

- Strong opposition emerged to the combining of the information and checkout desks out of concern that it would increase the amount of time spent waiting in line.

- Teens were generally neutral on the proposed "open reserves" concept, generally failing to understand how it would work or what need existed for it.

- Unanimous support emerged for postal mailing of materials although it was quickly followed by statements of concern over the reliability of the post office and statements they were personally unlikely to use the service.

- Strong support existed for naming spaces and collections after major donors.

- Teens strongly supported the use of gender specific multi-stalled bathrooms.

- Teens believed computers ought to be integrated throughout the library so they could be used in tandem with other research materials. They also suggested having some computers as dedicated catalog searching stations without Internet access to prevent web access from blocking the use of the library catalog search function.

Questionnaire Responses

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
1. Is the library safe?	1	8			
2. Is the library clean?	3	4	2		
3. Is the library inviting and welcoming?	2	3	2	2	
4. Is the library staff knowledgeable and professional?	1	3	5		
5. Is the library staff friendly and courteous?	2	1	2	4	
6. Are the bathrooms clean and accessible?		1	4	3	1
7. Does the library have enough books and materials that are accessible to the public?	1	2	3	2	
8. Does the library have enough computers that are accessible to the public?	1		5	3	
9. Is it easy to find adequate places to sit, read and/or study?	2	5		2	
10. Does the library have adequate space for children?	4	3	1		1
11. Does the library have adequate space for teenagers?		2	3	3	1
12. Does the library have adequate space for community meetings		1	2	3	3
13. Can you usually find what you are looking for?		3	3	3	

Results of Prioritization Grid Worksheet

The following is a summary of the results of the exercise in which participants were asked to prioritize the layout of a branch Library and make decisions about what potential features they would sacrifice in order to ensure other priorities important to them were included in the library. The focus group was divided into 5 teams of two and asked to allocate space to the following library features on a 5 by 5 grid. Numeric guidelines were provided to generally direct participants.

	Teens group 1	Teens group 2	Teens group 3	Teens group 4	Teens group 5	Teens Total	%
Adult stacks	6	4	8	6	6	30	24%
Children stacks	2	3	4	4	2	15	12%
Adult reading area	2		2		2	6	5%
Child's reading area	2	3	2		2	9	7%
Computers	2	3	3	3	4	15	12%
Unisex bathroom		4	2	2	3	11	9%
Circulation desk	1.5	1.5	2	2	1	8	6%
Community room		3		4		7	6%
Information desk	1.5	1.5	2	2	1	8	6%
Teen area	4	2		2	4	12	10%
Multi-stall bathroom	4					4	3%
	25	25	25	25	25	125	

Appendix

San Francisco Public Library
Branch Library Focus Group Users
Discussion Guide

1.   **Introduction -- [0:00, 10 minutes]**

   A.   Introduce self and greet participants

   B.   Explain moderator's role — to guide discussion

   C.   Explain the videotaping, audio-taping, and observers next door

   D.   Ground rules: Participation, Candor, willingness to disagree, Respect for each other's opinions, One person speak at a time (in a voice at least as loud as mine) no side conversations

   E.   Have participants introduce themselves, first names only, and answer four questions:

      1.   What neighborhood of San Francisco do you live in?
      2.   In what city were you raised?
      3.   How many people live in your household?
      4.   What is your favorite book or magazine?

2.   **General Library Usage – [0:10, 10 minutes]**

   A.   INTRODUCE TOPIC: As you may know, last November San Francisco voters passed a bond measure to provide funds to renovate San Francisco's branch libraries. The public libraries are now going through a planning process as a result of this branch renovation bond, and these focus groups are one vehicle by which we are getting input from library users.

   B.   We would like to start by asking you which libraries you most frequently visit? (GO AROUND TABLE. IF NECESSARY, ENSURE THAT RESPONDENTS CONSIDER BOTH MAIN AND ANY BRANCHES IN THEIR RESPONSE.) About how often do you visit San Francisco's libraries? (DIFFERENTIATE BETWEEN NUMBER OF VISITS TO THE MAIN AND NUMBER OF VISITS TO BRANCH LIBRARIES.)

   C.   (CHOOSE A RESPONDENT WHO GOES TO BOTH THE MAIN AND A BRANCH.) Give an example of when you choose to go to the Main and when you go to a branch. (FOLLOW-UP AND ADDRESS TO OTHERS:) What are the circumstances in which you will visit the Main Library rather than a branch library? What are the circumstances in which you will visit a branch library rather than the Main?

3.   **Branch Library Usage – [0:20, 15 minutes]**

   A.   Now why I know you have not visited San Francisco's public libraries lately, I'm curious about your perception of them. Overall, how would you rate San Francisco's

public libraries, just based on what you think or have heard or read? (USE GRADING SCALE OF "A-B-C-D-F".) (TABULATE RESPONSES.) What caused you to give San Francisco's public libraries the rating you did?

B. Just your perceptions…. what are the good things about San Francisco's public libraries that you have heard about or assume? (CHARTPAD.)

C. What are the bad things about San Francisco's public libraries that you have heard about or assume? (CHARTPAD.)

D. Now let's talk about improvements. If you were in charge of making physical improvements to San Francisco's public libraries, what would you work on first? (PROBE: What suggestions do you have to improve San Francisco's public libraries? What about access for the disabled? A separate room for computers? Rooms for programs and activities? A quiet study area? Lounge seating and couches? Would any of these make you more likely to visit San Francisco's public libraries?)

E. Now let's think about new services that could be provided by San Francisco's public libraries that you would like. What new services should San Francisco's public libraries provide? (PROBE: What about interactive librarian assistance on the Internet 24 hours a day? Ordering information or materials that could be sent to you via fax or the Internet? What about new programs for children? For teenagers? For adults? What about neighborhood history archives at branch libraries?

4.   Modernization vs. Library of My Youth– [0:35, 10 minutes]

A. Now we are going to continue to talk about how we might improve San Francisco's branch libraries… but first let me ask you … do you believe San Francisco's branch libraries should be modernized, or are they already too modern, or are they about right as is? (GET SHOW OF HANDS.) (PROBE: What makes you say that? In what ways are they too modern? In what ways should they be more modern?)

B. Some people say that libraries need to reflect the technological revolution, become more computerized themselves, and provide space and educational opportunities for those who want to use computers but do not have other access. Others say that libraries should remain true to their tradition and should, as its top priority, serve those who want to read. Which point of view is closer to your own? How should libraries balance the needs of those who want to use computers and those who want to read books? Can they adequately serve both needs?

5. Branch Library Assessment – [0:45, 10 minutes]

HAND OUT QUESTIONNAIRE TO BE DESIGNED

A. Now I would like to ask you to evaluate the current design of the branch library you most often visit. Please rate the following attributes of the branch library you use most often: (USE SCALE: "DEFINITELY YES," "PROBABLY YES," "NOT SURE/DON'T KNOW," "PROBABLY NO," "DEFINITELY NO.")

1. Is the library safe?
2. Is the library clean?
3. Is the library inviting and welcoming?
4. Is the library staff knowledgeable and professional?
5. Is the library staff friendly and courteous?
6. Are the bathrooms clean and accessible?
7. Does the library have enough books and materials that are accessible to the public?
8. Does the library have enough computers that are accessible to the public?
9. Does the library have adequate places to sit, read and/or study?
10. Does the library have adequate space for children?
11. Does the library have adequate space for teenagers?
12. Are there too many community meeting spaces, too few, or the right amount?
13. Can you find what you are looking for?

B. Which items on the questionnaire are most important to you? (NOTE: DO NOT DISCUSS EACH ITEM, ONLY THOSE ITEMS WHICH RESPONDENTS SAY ARE MOST IMPORTANT TO THEM.)

6.   Reactions to Suggested Changes [0:55, 45 minutes]

Now I would like to get your reactions to some suggestions that people have made regarding improvements to San Francisco's branch libraries.

A.   <u>Co-Locating Branch Libraries and School Libraries</u>
Some branch libraries are located close to public schools. Some people have proposed merging school libraries with branch libraries to ease school overcrowding and to introduce more children to the public library. This means groups of children will be visiting branch libraries with teachers, and also means that some children may visit the branch libraries on their own during lunch periods. Is this a good idea or a bad idea? (PROBE TO DETERMINE POSITIVES AND NEGATIVES OF THIS IDEA.) (PROBE FURTHER: What about other possible partnership situations? For example, a branch library may be on the first floor of a senior housing complex, or a library may share a building with a boys or girls club or other recreational function. Are these good ideas or bad ideas? Explain.

B.   <u>Express Check-Out</u>
Some people have proposed an express self check-out, in which library users would place their library cards into a machine along with the books or videos they seek to check-out, and the machine would automatically code that you have checked the materials out, and provide you with a slip of paper showing the name of the material and its due date. This would be an optional service in addition to the traditional check-out done by library staff. Is this a good idea or bad idea?

C.   <u>Self-Sorting Returns</u>
Some have proposed two or three return slots where users would sort the materials they return to the library. For example, they have one return slot for adult books, one for children's books, another for audio/visual materials. (IF NECESSARY, GIVE REASONS ON BOTH SIDES: Supporters say this will get materials back on the shelves faster, would free up librarian and staff time to help individuals with a question. Others say that the public shouldn't have to do any more work when returning library materials.) What do you think… Is this a good idea or a bad idea? Why?

D.   <u>Combining Children and Adult Non-Fiction</u>
Some have proposed combining children and adult non-fiction books in one section. (IF NECESSARY, GIVE REASONS ON BOTH SIDES: Supporters say that this would save space and would allow non-fiction reading to anyone regardless of age. Others say that children should look for books in their own area and should not be browsing the stacks with adults.) Is this a good idea or a bad idea? Why?

E.   <u>Combining The Information Desk with Check-Out</u>
Some have proposed combining the information desk with the circulation desk. (IF NECESSARY, GIVE REASONS… Supporters say this would save space and that all users would know where to go to get questions answered and check-out books. Others say that this would might create more congestion and slow-down the check-out process.) Is this a good idea or a bad idea? Why?

F.   <u>Open Reserves</u>
Some have proposed that, instead of holding reserved books for individuals behind the circulation desk, reserved books be put in an open area in which users may retrieve their own books. The spine of the book would be covered with the name of the person holding the reserve so that the general public would not see who has reserved what book. (IF NECESSARY, GIVE REASONS… Supporters say this would save staff time and make it easier and quicker for users to check-out reserved materials. Others say they don't want their reserved books out in the open with their names on them, and prefer the current method of checking out reserves.) Is this a good idea or a bad idea? Why?

G.   <u>Mail Delivery of Materials</u>
Some have proposed that, for a $3 fee, the library could provide mail delivery for books, videos or other materials to your home. This fee would be waived for persons with disabilities if they provide a doctor's verification. Is this a good idea or a bad idea? Why? PROBE: Would you use this service if it were available? How much would you pay for such a service per use?

H.   <u>Naming of Building Areas or Collections for Donors</u>
Some have proposed that certain areas of the libraries, or certain collections of materials be named for major donors to the library, for example, the Gates Training Lab, or the Osher Computer Lab. Is this a good idea or a bad idea? Why?

I.   <u>Restrooms</u>
Some have proposed that each branch library have unisex restrooms with locks on the doors so that only one person can use the restroom at a time. Others have proposed having larger restrooms, one for men and one for women, with the capacity to serve more than one person at a time. Which do you prefer? Why?

J.   <u>Segregating Computers from Reading Rooms</u>
Some have proposed that most computers in branch libraries be set apart in their own room, with the exception of some staying in the reference and children's areas. Others say that libraries have limited space and there is no need to have a separate room for computers. What do you think? (PROBE: What problems might occur if computers were placed in the reading rooms? What are the benefits to having computers in each room rather than segregated in a separate room?)

K.   <u>Making Branch Libraries Consistent in Layout, Organization and Signage</u>
Some have proposed that branch libraries be designed similarly, with easy to read signs that tell people where to go for various services or types of materials. The libraries would have consistent organization of the collection, building layout, and access of materials and services. Is this a good idea or bad idea? Why? (PROBE: Do you have difficulty finding the section of the library you want? Do you know where to go to find what you want? If you use more than one library, does it matter if they arrange their collections differently?)

7.   **Exercise: Branch Library Design Priorities [1:40, 20 minutes]**

Break up the respondents into two or three groups, and give them a worksheet similar to that on the next page. Instruct them to "design" library space by drawing on the sheet of paper. Tell them that they have 25 "blocks" and that they need to squeeze into that space a variety of functions.

We will give them items that may or may not be included in their branch library, and will provide a "suggested" number of blocks for each function..

Library Functions	*Suggested Block Size*
Books/Materials	
Stacks of books and materials for adults	*6 to 10*
Stacks of books and materials for children	*2 to 6*
Computers	
Separate computer room	*4 TO 6*
or	
Computers in rest of library	*3*
Desks	
Circulation desk	*2*
Information desk	*2*
COMBINED Circulation/Information desk	*3*
Restrooms	
Unisex single restroom	*1 per restroom*
Single sex multistall restrooms	*4 per restroom*
Special areas	
Reading/browsing space	*6*
Children's room	*5*
A teen area	*2*
Community meeting space	*4 to 6*

WHEN EXERCISE IS COMPLETED, DISCUSS REASONS FOR MAKING THE DECISIONS THAT WERE MADE. ASK SPECIFIC QUESTIONS REGARDING TRADEOFFS MENTIONED ABOVE. POSSIBLE PROBES:

Do you put in two or more bathrooms even if it reduces space for books and materials?
Do you combine information desk and circulation desk to make space?
Do you put computers in with reading areas and in other locations, or in a separate room?
Do you provide a community meeting room even if it reduces space for books and materials?

HANDOUT: Please "design" your branch library on this grid by outlining the number of blocks that would be designated for a certain function. Possibilities are listed on a separate page.

San Francisco Branch Library Questionnaire

For each question below, please check the box which most closely reflects your opinion regarding the branch library you are most familiar with.

	DEFINITELY YES	PROBABLY YES	NOT SURE/ DON'T KNOW	PROBABLY NO	DEFINITELY NO
14. Is the library safe?	1	2	3	4	5
15. Is the library clean?	1	2	3	4	5
16. Is the library inviting and welcoming?	1	2	3	4	5
17. Is the library staff knowledgeable and professional?	1	2	3	4	5
18. Is the library staff friendly and courteous?	1	2	3	4	5
19. Are the bathrooms clean and accessible?	1	2	3	4	5
20. Does the library have enough books and materials that are accessible to the public?	1	2	3	4	5
21. Does the library have enough computers that are accessible to the public?	1	2	3	4	5
22. Is it easy to find adequate places to sit, read and/or study?	1	2	3	4	5
23. Does the library have adequate space for children?	1	2	3	4	5
24. Does the library have adequate space for teenagers?	1	2	3	4	5
25. Does the library have adequate space for community meetings	1	2	3	4	5
26. Can you usually find what you are looking for?	1	2	3	4	5

San Francisco Public Library

SAN FRANCISCO PUBLIC LIBRARY

STRATEGIC PLAN

2003 – 2006

Approved October 2, 2003
by the
San Francisco Public Library Commission

SAN FRANCISCO PUBLIC LIBRARY

STRATEGIC PLAN 2003 – 2006

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INTRODUCTION

The principles of library service are the same today as they were at the beginning of the 20th century. However, library services and their methods of delivery have expanded in ways unimagined by our predecessors. Libraries are changing because society, culture and the people we serve are changing. Strategic planning is what has allowed the San Francisco Public Library to manage these changes without losing sight of our values and our commitment to our community. The Strategic Plan 2003 -2006 is intended to continue to build on our past success by prioritizing and refocusing our energy and resources. Its development and implementation requires us to assess and adjust our efforts in response to a changing environment both within and outside the organization.

The San Francisco Public Library is the community's repository for books and materials about a wide variety of subjects and interests. The provision of information, in books, other print and non-print formats, or electronic form, is the primary role and service of the San Francisco Public Library. Although technology has become a significant factor in the provision of library services, it is not an end in itself. It is only one of the many means to provide information. Books and information are the heart of the library.

We are fortunate in San Francisco to have a wonderful Main Library facility that acts as the repository for all types of information and serves as a support collection for all our branches. The twenty-six branches of the Library, because of their size and community-based nature, provide books, information and recreational reading that serve the immediate needs of their users. Like the branches, the Main Library also serves a neighborhood community and provides that function primarily with services and materials in the First Stop[1] collection and the Children's Center. The roles of the Main Library and the branches complement each other and allow the Library to provide its users with information ranging from in-depth, historical treatment of subjects, to ready reference and current best-sellers. Our system is truly one library collection with twenty-seven entry points; and, with the Library's delivery system, materials move from building to building on a daily basis to satisfy the needs of library users.

The 21st century library serves as a gateway to the exciting and complex world of information. With the pervasive availability and use of the Internet, many people believe that they can serve the same function as a librarian, but librarians are trained to be information-seekers and can find answers to questions in electronic, paper or any other form. The role of the librarian is transitioning from one who provides information to users to one who serves as an information navigator or trainer, assisting users to effectively identify and judge the quality of the myriad of information available on the Internet today. Even though the role of the librarian has expanded to include that of the Internet expert, the role of the librarian as expert selector and developer of print collections remains very important.

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[1]   First Stop is located on the main entry floor and includes a collection of books, videos, DVD's, CD's and other materials on a variety of popular and current topics and interests.

Although the functions of providing an exciting and balanced book collection and access to the world of information are important, the Library also holds a special place in our neighborhoods as a venue for many types of public programs, from story times to book groups, as well as a gathering place for friends and neighbors, a meeting place for community groups and the repository for the history and culture of our neighborhoods. In addition to being a destination point, the Library seeks to become part of the communities we serve by reaching out to diverse populations, such as students, seniors, new immigrants and disabled users. We hope to better meet the needs of our users by interacting with them in their own situations and going beyond the library walls to provide services.

This strategic plan was developed with input from community members and Library staff. By engaging the community in the planning process, we hope that we have produced a plan that is responsive to the needs of the community and goes beyond what the Library, without that community input, may have projected as its role in the community. By combining the knowledge and guidance of community members and the professional expertise of Library staff, we believe that we can effectively put the Library to work for the community. The San Francisco Public Library is here to meet the needs of its users and to serve as a partner with other agencies and the community at large in strengthening the quality of life in San Francisco.

MISSION

The San Francisco Public Library is dedicated to free and equal access
to information, knowledge, independent learning, and
the joys of reading for our diverse community.

VALUES

*The values statement provides the framework that supports the planning and
implementation of all the library service responses.*

- Our library users are the reason the Library exists. We provide quality service and treat all library users fairly and equally. Services are provided in a non-judgmental manner that is sensitive to, and supportive of, human differences. Our goal is always to provide excellent customer service.

- We use professional judgment, knowledge, and experience to develop and maintain collections, services and staff that respect and reflect the diversity in our city.

- We provide convenient access to facilities, resources and services that meet the needs of library users.

- We advocate for and support policies and procedures that protect privacy of all library user records.[2] We value and provide free and equal access to all types of information.[3]

- Our employees are valued as individuals for their important contributions to the organization. An open exchange of ideas is encouraged throughout the library system. We encourage teamwork and collaboration. We support our staff by providing opportunities for growth and professional development.

- We are a learning organization that is not afraid to change and take appropriate risks in pursuit of meeting community needs. We constantly reassess our services and methods and attempt to see ourselves through the public's eyes.

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[2]   The San Francisco Board of Supervisors passed Resolution 53-03 on January 21, 2003. The San Francisco Public Library Commission passed Resolution 2/03 on February 4, 2003 supporting library users' rights to privacy and confidentiality.

[3]   The San Francisco Board of Supervisors passed Resolution 206-01 on October 1, 2001 which prohibits the use of Internet filtering or content blocking technology on City-owned computers used as public Internet access terminals.

HISTORY

The San Francisco Public Library, established in 1877, has had a fairly turbulent past, not unlike other famous institutions of our City. In 1888, the Main Library was situated in the City Hall on Marshall Square, which is the site of the current Main Library. Also, three branches were open in the Mission, North Beach (Chinatown) and Potrero Hill districts. In 1901, Andrew Carnegie awarded the City $750,000 to support the construction of a new Main Library and several branches. Because Carnegie was perceived as not supportive of labor, this gift created much controversy and was not immediately used. The Main Library and two branches were destroyed in the 1906 earthquake, although in 1907 a temporary Main Library opened. In 1912, the Carnegie grant again became an issue; the designated use of the funds was placed on the ballot and overwhelmingly approved by the voters. This led to the construction of the Main Library, now the Asian Art Museum, and five branches. Currently, the Library system is comprised of the Main Library and twenty-six branches, with a new Mission Bay Branch slated for construction in the near future.

The Library was not well-supported by the City for many years. A bond issue for construction of a new Main Library and new branches failed in 1948, which led to enhanced grassroots efforts to increase support for the system. The Friends of the San Francisco Public Library was founded in 1962. Years of citizen support were behind the success in 1988 of the $109.5 bond issue that funded the construction of the new Main Library, a magnificent, 376,000 square foot facility that opened in April 1996. Even though the concept was controversial and not supported by City Hall, the Friends of the Library led the charge to support Proposition E, a ballot initiative passed in 1994 that secured dedicated funding for the Library. Finally, in 2000, further Friends of the Library efforts resulted in the passage of the $106 million bond issue to support the renovation of most branches and the construction of five new branches.

Planning efforts were seriously undertaken by the Library system as early as 1958 when Emerson Greenaway, director of the Free Library of Philadelphia, was retained to survey the Library system. Another planning report was commissioned in 1982 by Columbia University library expert Lowell Martin.

One of the first examples of plans that incorporated the needs of the community was the strategic plan approved by the Library Commission in 1992. This important plan urged stable sources of funding and the creation of new focused collections based on community need and interest. In 1997, the Mayor commissioned an audit of the Library; and one of the key recommendations, among many other organizational and service improvement recommendations, was the development of a strategic plan. That effort was begun in 1998 by former City Librarian Regina Minudri. The Public Library Association's *Planning for Results* model was used as a basis for that plan. A draft plan was completed in 1999; and, although never officially approved by the Library Commission, that plan has guided the work of library staff over the last several years. Currently, the Board of Supervisors requires that every City department prepare a

strategic plan.[4] Because of the City requirement and also due to the changing nature of society and new priorities for the library system, a new planning effort was begun in 2003, again based on the Public Library Association model.

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[4]   Charter Section 9.114 regarding Mission Driven Budgets and Charter Section 16.120 regarding Customer Service Plans as part of Chapter 88 of the City Administrative Code.

METHODOLOGY

This Strategic Plan uses the model found in *The New Planning for Results, a Streamlined Approach* by Sandra Nelson for the Public Library Association (Chicago, American Library Association, 2001). The *New Planning for Results* was built on three basic assumptions:

1. Excellence must be defined locally – it results when library services match community needs, interests, and priorities.

2. Excellence is possible for both small and large libraries – it rests more on commitment than on unlimited resources.

3. Excellence is a moving target – even when achieved, excellence must be continually maintained.

This method acknowledges there is no national standard for exceptional library service. Just as each community is unique, each library is unique in how it may best meet the needs of its community. To this end, members of the San Francisco community and selected staff, in two separate groups, were invited to a series of meetings devoted to creating a vision of San Francisco and discussing the Library's ability to help make the vision a reality.

First, the Community Planning Group[5] was asked to define a vision of San Francisco as a place to live, work and visit. Members were asked to consider the social, economic, political, cultural and demographic make-up of the City. Next, members were asked to consider the needs to be met if that vision of San Francisco were to be attained. It came as no surprise that members desired to improve such situations as homelessness, education, and cultural, political and socioeconomic issues encountered by residents and visitors on a daily basis. After defining these needs, members were asked to identify which of those issues the Library could help address.

Second, the Staff Focus Group[6] responded to the identified needs the Library could address by reviewing all library services. With a goal of helping the community achieve its vision, the staff group reviewed services such as collections, reading spaces, facilities improvements, websites, programs and exhibits and much more. Members used this opportunity to brainstorm new services and integrate services that have long been requested by members of the public. The resulting dialogue identified three service responses that would serve as the framework for existing and upcoming library services: General Information, Lifelong Learning and Current Topics and Titles.

Out of this dialogue grew the service responses, goals, objectives, and activities presented here. The Strategic Plan confirms the community and the Library's commitment to excellent library service for all who live and work in this great City.

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[5]   See Attachment A for a list of participants
[6]   See Attachment A for a list of participants

How to Use The Plan

As mentioned above, the Community Planning Group and library staff, in an ongoing dialogue, identified three service responses and community-specific goals that best meet the overall needs of the San Francisco community.[7] The service responses, including a definition from *New Planning for Results* and the corresponding Library goals, are summarized here for quick reference:

- **General Information** - A library that offers General Information helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life. Incorporated into this service response is the foundation of the Library -- a collection that reflects the array of human experience.

  Goal 1: San Franciscans will have access to books, literature, research and other library materials in a variety of formats to meet their need for information, and will have questions answered on a broad array of topics related to work, school, social, civic and personal life.

- **Lifelong Learning** - A library that provides Lifelong Learning service helps address the desire for self-directed personal growth and development opportunities.

  Goal 2: San Franciscans will have access to library services that address the need for effective skills relating to finding, evaluating and using information in a variety of formats.

  Goal 3: San Franciscans who have a desire to grow and learn throughout their lives will have the support they need to fulfill their goals.

- **Current Topics and Titles** - A library that provides Current Topics and Titles helps to fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying reading experiences.

  Goal 4: San Franciscans will have ready access to current books and library materials in a variety of formats to meet their need for literature and for information about popular culture and social trends.

  Goal 5: San Franciscans will have access and opportunity to experience the diverse cultural activities the City embodies.

Each service response is expanded upon in the following sections. Readers will find each response has corresponding goals, objectives and activities. Additionally, the service responses were subdivided into four resource areas: services, collections, information

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[7] See Attachment B for a list of all library service responses considered during this process.

infrastructure and access technology, and facilities. By subdividing each service response, the groups hoped to ensure that the planning activities were balanced throughout the Library so that all library services are represented.

One final note:

Readers will find the order of the service responses are:
1. General Information;
2. Lifelong Learning; and
3. Current Topics and Titles.

This order represents the priorities identified by the planning groups. While maintaining the order to preserve the identified priorities, the plan itself strives to create three services of equal importance. This is to say, library staff will strive to treat Current Topics and Titles with the same focus and dedication as are awarded to General Information and Lifelong Learning.

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GENERAL INFORMATION

*A library that offers **General Information** helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life.*

Goal 1: San Franciscans will have access to books, literature, research and other library materials in a variety of formats to meet their need for information, and will have questions answered on a broad array of topics related to work, school, social, civic and personal life.

Services

1. Develop and maintain Library programs that are community-based, providing programming of interest to neighborhoods. [Goal 1]

   1.1 Expand adult programs and exhibits in the branches so residents may attend programs convenient to their home or work.

      1.1.1 Incorporate into outreach strategy to be developed and implemented by 2004/2005.

2. Reach out to targeted audiences throughout the City to inform residents about the information opportunities provided by the Library.

   2.1 Use focus groups to bring members of the public to the table to explore needs, and ways in which the Library might respond to the needs identified through this process.

   2.2 Enhance outreach services to schools (K-12), preschools and day care centers to encourage reading and love of learning in children.

      2.2.1 Incorporate into outreach strategy to be developed and implemented by 2004/2005.

   2.3 Enhance outreach services to adults, seniors, teens, families, persons with disabilities, residents new to the country, and areas of the City identified as low income to inform residents about the information opportunities provided by the Library.

      2.3.1 Incorporate into outreach strategy to be developed and implemented by 2004/2005.

2.4   Improve library services delivered to locations throughout the community, using the Library's bookmobiles and other mobile services that will benefit seniors, adults and children.

2.4.1   Incorporate into outreach strategy and Branch Library Improvement Program[8] an interim service plan, to be developed and implemented by 2004/2005.

2.4.2   Incorporate advertising of library services on bookmobiles and other library and City vehicles. Incorporate into outreach strategy to be developed and implemented by 2004/2005.

2.4.3   Insure that mobile services are reaching new residents from other countries, economically disadvantaged people, potential users and persons with disabilities by reviewing the demographics and target clientele where visits are scheduled by 2004/05.

Collections

3.   Improve information resources available for the general public. [Goal 1]

3.1   Collect books and library materials in a variety of formats relevant to each neighborhood, reflecting the history, linguistic diversity and cultural mosaic of the City.

3.1.1   Create demographic and unique characteristics profile of users, potential users, and online users while also maintaining the Library's commitment to ensuring the privacy and confidentiality of all personal data gathered. To be implemented in 2004/2005.

3.1.2   Respond to outcome of 3.1.1 with ongoing collection monitoring, adjusting purchasing priorities and funds as appropriate, providing each local library with the capability to quickly respond to changes in community needs. To be implemented in 2004/2005 and annually thereafter.

3.2   Remain a state-of-the-art information center providing timely and up-to-date books and materials in the format preferred by individuals.

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[8]   In November 2000, the voters of San Francisco approved Proposition A, a $106 million bond to support the seismic, ADA, and technological renovation of nineteen branches, the construction of four new branches to replace branches currently in leased facilities and the construction of a new branch in Mission Bay.

3.2.1   Enhance professional growth opportunities for staff training to keep current and identify new trends in publishing and services. To be incorporated into annual staff training plan beginning with 2004/2005.

Information Infrastructure and Access Technology

4. Improve access to information and collections by developing and maintaining a robust technological environment. [Goal 1]

    4.1   Install wireless capabilities in library facilities so residents may use library services with their own computing devices, in addition to providing plug-in access.

        4.1.1   Create a secure and robust network environment that is safe for users and staff that provides for use of wireless devices by June 2005.

        4.1.2   Provide wired and wireless devices for in-library use, thus increasing the technological capacity for accessing library services. To be implemented in 2005/2006.

        4.1.3   Explore staff use of emerging technologies, such as headsets and hand-held devices, to enhance public service opportunities. Develop recommendations by January 2005.

    4.2   Provide remote access to library services, including information resources and materials, so residents may use the Library from their home or office anytime day or night.

        4.2.1   Continue to develop services for electronic users and potential online users by making all procedures to access library services available in an electronic format. Services will include but are not limited to online library forms (homebound, library card application, suggestion form, and comment form) so that services provided within library facilities are also fully available to online users. To be completed by June 2004.

        4.2.2   Continue to develop the Library's website as the primary means of electronic access to information in order to ensure quick and easy retrieval of resources.

        4.2.3   Remain diligent in insuring that persons with disabilities have access to all collections and services.

Facilities

5. Renovate facilities to reflect the unique characteristics of the neighborhoods they serve and to enhance the library as an inviting and useful place to visit. [Goal 1]

    5.1   Enhance teen services, a recognized age group that is currently underserved,[9] by creating unique physical spaces in appropriate library facilities.

          5.1.1   Engage the community, particularly teens, in the local neighborhood to gather input as part of the community needs assessment for the degree of emphasis for teen services in their local library facility. To be completed prior to facility renovation.

    5.2   Design environments that encourage a positive physical experience to browse, sit, read and study.

          5.2.1   Establish a staff task force to develop system-wide guidelines for creating a positive experience for library users across the system (coordinate with 17.2.1). Guidelines to be implemented by January 2005.

    5.3   Develop long term facility maintenance plan by November 2003 for implementation in 2004/2005.

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[9]   While all library locations have recognizable areas to welcome adults and children, similar spaces for teens generally are not present. At the very age when we start losing them as readers, teens become an invisible population within the library. In order to encourage them to see the Library as relevant to their lives, it is important that we provide a setting that welcomes them and lets them know that their needs and interests are important and valued.

LIFELONG LEARNING

*A library that provides **Lifelong Learning** service helps address the desire for self-directed personal growth and development opportunities.*

Goal 2:   San Franciscans will have access to library services that address the need for effective skills relating to finding, evaluating, and using information in a variety of formats.

Goal 3:   San Franciscans who have a desire to grow and learn throughout their lives will have the support they need to fulfill their goals.

Services

6.   Provide opportunities for library users to learn how to use the Library's catalog, databases and Internet resources, and to develop their research and computer skills. Emphasize responding to the needs of special population groups, as appropriate. [Goal 2; Goal 3]

  6.1   Ensure that persons with disabilities have easy access to information by upgrading ADA-compatible workstations as new technology becomes available, as well as designing online access to library resources for persons with disabilities.

  6.2   Provide focused training opportunities to support the development of technology skills of seniors. Develop partnerships with community and civic groups to facilitate and broaden the array of training opportunities available for seniors. To begin by June 2004 and become ongoing thereafter.

  6.3   Continue to train staff in instruction techniques and subject-specific topics to enable staff to provide relevant classes and one-on-one guidance to users. Enhanced training program to be incorporated into the 2004/2005 Library budge.

7.   Improve collaboration and communication with educational institutions and preschools to position children and young adults for school and life success. [Goal 2]

  7.1   Create learning opportunities for educators and students to incorporate comprehensive instruction on using library resources, including books and materials, and in all formats.

7.2 Expand library outreach programs with San Francisco Unified School District to incorporate new partnerships in learning and reading among the youth in the City.

7.2.1 Create cooperative agreements with key schools to more fully integrate lifelong learning opportunities for children and youth. To be completed by January 2005.

7.2.2 Enrich the content of formal education by supporting class visits to library facilities as well as library staff regularly visiting classes at strategic times during the school year. Outreach strategy to be developed and implemented by fiscal 2004/2005.

8. Improve programs and services for residents for whom English is not their native language. [Goal 2; Goal 3]

8.1 An overall system-wide outreach strategy will be developed by staff and administration that will provide the umbrella structure to enable staff at each library facility to implement targeted programs and services to respond to the needs of residents in their neighborhood for whom English is not their native language. Outreach strategy to be developed and implemented by 2004/2005.

9. Provide opportunities for residents to attend and participate in a wide variety of library programs designed to contribute to the individual learning experience. [Goal 3]

9.1 Document the history of San Francisco by expanding community history collections celebrating the uniqueness of neighborhoods. Incorporate into outreach strategy to be developed and implemented by 2004/2005.

9.2 Enhance the availability of neighborhood photographic archives by digitizing the photographs and making the collections available through the Library's online catalog.

9.3 Expand in-library programs and events such as book talks, book groups, story hours, literacy training, and job fairs to increase personal learning and growth opportunities for library users. Outreach strategy to be developed and implemented by 2004/2005.

9.4 Enhance and maintain the depth of Main Library research and special collections to assist researchers and identify other collections that are of interest to significant segments of the community.

9.5   Affinity centers were developed as part of the Main Library service program in the early 1990's in recognition of the diverse community that we serve and to provide collections and services that are of great interest to specific segments of our community. In order to build on the initial foundation and current programming of the centers, reinvigorate and further develop collections and programming integral to the Affinity Centers in the Main Library. Engage scholars, community members, donors and other stakeholders to develop a vision statement and service plan for each center.

10.   Continue to enhance programs that support the Library's role as a clearinghouse for cultural and educational programs, events and exhibitions. [Goal 5]

10.1   Ensure that San Franciscans are aware of the full array of library collections and services available by expanding the Library's outreach strategy throughout the City and in collaboration with selected partners in the community.

10.1.1   Establish a staff task force to develop guidelines and specific targets for expanding outreach with a focus on reaching new residents from other countries, economically disadvantaged people, and persons with disabilities. Outreach strategy to be developed and implementation begun by 2004/2005.

10.1.2   Increase representation at street fairs and other community events to encourage neighborhood involvement and to promote library services throughout each year. Incorporate into outreach strategy to be developed and implementation begun by 2004/2005.

Collections

11.   Inspire library users and potential users with the joy of reading and learning as core values. [Goal 3]

11.1   Support the individual learning experience by developing and maintaining an extensive collection of books and library materials in a variety of formats on a wide array of topics in an easily accessible manner.

11.1.1   Establish collection goals to reflect the outcomes generated from 14.1.1 and ongoing community input at the local level that is included in the community needs assessment (14.1.2). To be ongoing beginning in fiscal 2004/2005.

11.1.2   Enhance the collections of materials that reflect the linguistic goal of10%[10] of book and materials collection budget dedicated to books in languages other than English. This goal is driven by detailed analysis of demographic make-up of each neighborhood. Develop a strategy in 2003/2004 to reach this target in 2005/2006.

11.1.3   Continue to develop access to Library website in Spanish and Chinese and plan for access in Russian, Japanese and other languages.

Information Infrastructure and Access Technology

12.   Facilitate the public's ability to effectively use new materials and technologies to enhance research skills and stay abreast of trends in the delivery of information. [Goal 2]

12.1   Provide expanded technology opportunities for self-directed learning.

12.1.1   Ensure that the Library's technological infrastructure and systems support the development of a comprehensive online learning environment in a variety of subject areas and incorporating the highest attainable quality of learning aids such as online tutorials, pathfinders, webcasts, and/or web links to tutorials in a variety of subjects that will facilitate users access and learning. To begin by June 2004 and ongoing thereafter.

12.2   Expand the Library's program of instruction to include subject-specific topics.

12.2.1   Train staff in instruction techniques and subject-specific topics and provide the technological infrastructure and systems to enable staff to provide relevant classes and one-on-one guidance to users. Enhanced training program to be incorporated into the 2004/2005 Library budget.

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[10]   The level of funding in 2002/2003 was approximately 6% for books and library materials in non-English languages.

Facilities

13. Create vibrant learning environments to encourage use of the Library as a center of learning and fostering a climate of learning and reading. [Goal 3]

  13.1 Create reading areas and/or study space to increase the usability, quiet study opportunities and comfort of library facilities by the completion of the Branch Library Improvement Program.

   13.1.1 Engage the community in each local neighborhood to gather input as part of the community needs assessment on optimal use of library space for reading areas and/or study space.

  13.2 Create flexible Program Rooms, incorporating opportunities for learning labs and homework assistance, in at least 70% of library facilities by the completion of the Branch Library Improvement Program.

   13.2.1 Engage the community in each local neighborhood to gather input as part of the community needs assessment on optimal use of library space for library programs.

CURRENT TOPICS AND TITLES

*A library that provides **Current Topics and Titles** helps to fulfill community residents'
appetite for literature and information about
popular cultural and social trends and their desire for satisfying reading experiences.*

Goal 4: San Franciscans will have ready access to current books and library materials in a variety of formats[11] to meet their need for literature and for information about popular culture and social trends.

Goal 5: San Franciscans will have access to information and the opportunity to experience through Library services the benefits of the diverse cultural activities the City embodies.

Services

14. Continue to enhance programs that support the Library's role as a clearing house for cultural and educational programs, events and exhibitions. [Goal 5]

> 14.1 Continue to partner with community, arts, educational, corporate, and cultural institutions in San Francisco and the Bay Area. Enhance the information and referral services provided by the Library about those agencies. To be completed by September 2005.
>
>> 14.1.1 Continue to provide programs with partnering institutions such as schools, museums and the business community.
>>
>> 14.1.2 Increase the Library's visibility as a key stakeholder in the network of community, arts, educational and cultural institutions through the Library's *San Francisco Community Services Directory* [12] program.
>
> 14.2 Assist local residents and reach out to potential users in search of current information and events by developing and maintaining web exhibits featuring local activities, current interests and library services. To be implemented by June 2004.

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[11] Formats include, for example, books, books on tape, DVD's, and CD's.
[12] This service, available from the Library's website, provides users with information about all San Francisco government agencies, health & human service providers, community-based organizations, museums, cultural institutions, community educational centers, neighborhood-oriented groups, and merchants' associations.

14.2.1   Train technology, exhibitions, and web staff in the Library's online system and web capabilities to initiate ongoing web exhibits.

Collections

15.   Ensure availability of books and library materials in an array of formats that are requested and needed by users. [Goal 4]

15.1   Solicit broad-based community input to ensure book and library materials' collections both in English and non-English languages in all facilities reflect community needs for current topics and literature in a variety of formats and languages.

15.1.1   Create a community based *Library Collection Development Advisory Committee*[13] to facilitate communication of community needs and to explore the nature of collection development in an urban community. City Librarian to establish committee by January 2004, including stakeholders from Main Library Affinity Centers and other groups.

15.1.2   Continue to gather community input at the neighborhood level on desired collections and services for each facility.

15.1.3   Evaluate data annually on the use of selected collections to continue to fine tune collection needs, adjusting funding assigned to specific collection areas as appropriate.

15.2   Respond to the expressed demand for books and library materials on current topics and titles.

15.2.1   Institute a tracking system for reserve fulfillment to determine and improve reduction of wait time for requests of popular materials. To be established by January 2004.

15.2.2   Establish library user self-service pick-up of reserve materials in selected locations by July 2004.

15.2.3   Expand options for notification of reserves to include telephone notification, as well as by the current options of email or regular mail. To be completed by June 2004.

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[13]   This committee will be charged with providing meaningful input to the Library regarding the overall relevancy of book and other library collections in meeting the needs of the communities served by the Library. Composition, meeting frequency, etc to be developed as part of completion of 13.1.1

15.2.4   Order more copies of popular titles in anticipation of reserve demands throughout each year.

Information Infrastructure and Access Technology

16.   Provide library user self-help opportunities to facilitate ease of use of, and access to, literature and information. [Goal 4]

16.1   To facilitate library users' self-service check out of materials, as well as to improve inventory control and loss prevention, resulting in better public service, consider possible implementation of next-generation scanning technology (also known as RFID - Radio Frequency Identification[14]) for books and other library materials, subject to Library Commission approval after a public hearing.

16.1.1   Sponsor a community forum to present information on RFID in libraries and engage the public in a robust dialog on the topic.

16.1.2   Establish staff task force to research, analyze and make recommendations to Library Administration and the Library Commission regarding RFID implementation, including privacy issues.

16.1.3   Consider incorporation of funding for implementation as part of the 2004/2005 Library budget process with Library Commission approval. Implementation to begin in 2005/2006.

16.2   Assist users in fulfilling their individual information needs by developing a *My Library* [15] service for customized library services.   To be implemented by September 2004.

16.2.1   Continue to develop library services for electronic users who cannot or choose not to visit library buildings by making all library services available in an electronic format. Services to include, but are not limited to, online library forms (such as homebound, library card application, suggestion form, and comment form) in a variety of languages.

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[14]   A growing standard for inventory control in the commercial sector, RFID replaces barcode or "zebra" label on books and other library materials with a chip that contains information on the item that facilitates fast and easy checkout of each item.

[15]   *My Library* incorporates library user flexibility and options in designing personal library accounts, such as receiving electronic recommendations for reading as new books arrive in interest areas designated by the user.

16.2.2 Train technology and web staff in the Library's online system's capabilities to initiate *My Library* service.

16.2.3 Develop an outreach strategy to educate library users on the use of *My Library* and implement in 2004/2005.

Facilities

17. Improve ability of residents to obtain books and library materials in a variety of formats in a timely manner. [Goal 4]

17.1 Improve delivery of materials throughout the system so that 80%[16] of items requested and available on-shelf are received within three business days at the designated pick-up location.

17.1.1 Restructure delivery services to all locations to improve efficiency and reduce time needed for materials to reach their destination. Incorporate implementation as part of the 2004/2005 Library budget process.

17.2 Implement collection display and organization guidelines to enhance the user experience across the library system.

17.2.1 Establish a staff task force to develop system-wide guidelines for display and organization of books and other materials. Guidelines to be implemented by January 2005 (coordinate with 5.2.1).

17.2.2 Create *Staff Recommends* sections in select locations, as well as virtually on the SFPL website, by January 2004.

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[16] Data and analysis from a 2002/2003 delivery study suggests that currently items take up to 4 to 6 days to reach their destination.

IMPLEMENTATION

The Strategic Plan 2003 – 2006 will be realized through the activities, services and resources we provide. Each library facility, program area, and staff member is charged with developing and carrying out this Strategic Plan.

The City Librarian will convene a staff task force to develop measurable results for each of the activities listed in the Strategic Plan. Measurable results will be key to knowing how well each of the objectives is met over time. Also, as called out in the Strategic Plan, additional task forces will be convened to develop system-wide guidelines to create a positive experience and environment for library users, to develop an outreach strategy to further enhance the Library's connection with the community, and to develop an implementation plan for conversion to radio-frequency identification technology. Also, a broad-based committee will be convened to provide an opportunity for a community-based discussion about the Library's collection development policies and procedures.

Resource allocation is a critical element in accomplishing this plan. Each year, as part of the annual budget process, we will return to the Strategic Plan to measure our progress toward achieving our goals, craft new efforts for the coming year, and reallocate resources as needed.

The success of the plan is strongly based upon the continued development of the knowledge, skills and abilities of all library staff, as well as insuring that the broad and rich diversity of the City in language and culture is mirrored by the Library's staff.

CONCLUSION

The San Francisco Public Library has operated in a constantly evolving and changing environment for many years. The Library is dedicated to reviewing and modifying its collections and services to meet the evolving informational and cultural needs of the diverse community we serve. The Strategic Plan 2003 -2006 renews our commitment to excellent public library service. While providing every library facility and program with a unifying organizational vision and system-wide goals, this Strategic Plan is intended to be broad and flexible enough to tailor services to each unique neighborhood. The Strategic Plan also provides a framework to consider opportunities for new programs and services.

The best way to assure that we have an excellent library system well into the future is to continuously reinvent and revitalize ourselves, based on a good understanding of community needs and the ways in which we can respond to those needs. A library that plans makes better decisions, which leads to better library service.

For the coming three years, this plan will shape and guide what we are, what we do, and why we do it.

Strategic Plan Committees

Community Planning Committee

		Affiliation
Luis	Calderon	In-Home Supportive Services
Steve	Coulter	Library Commission
Alan	D'Souza	Librarian Technician, Main
Elizabeth	Genera-Juarez	Librarian Technician, San Francisco Community Database
Bill	Hollabaugh	Advisory Council on Aging
Jane	Hudson	Librarian III, Sunset Branch
John	Kenny	Librarian III, Main
Doug	King	Friends & Foundation of SFPL
Judith	Lujan	San Francisco Unified School District
Andrew	Northrop	Chamber of Commerce
Marcia	Popper	Council of Neighborhood Libraries
Carol	Steiman	Library Commission
Ron	Vinson	Mayor's Office of Neighborhood Services
Joan	Walton	Council of Neighborhood Libraries
Blaine	Waterman	Librarian I, Main
Jensa	Woo	Librarian II, Potrero Branch
Norman	Yee	San Francisco Foundation
Monique	Zmuda	City & County of San Francisco Controller's Office

Staff Focus Group

Robert	Carlson	Librarian II, North Beach Branch
Carol	Coon	Librarian II, Government Information Center
Elaine	Dang	Management Assistant, Technical Services
Sharon	Dezurick	Librarian II, Glen Park Branch
Margot	Kavanagh	Librarian I, Youth Guidance Center
Joan	Lefkowitz	Media Production Specialist, Main
Betsy	Levine	Librarian I, Teen Services
Katie	Lynds	Librarian III, Chief of Branches Office
Grace	Ruth	Librarian II, Office of Children & Youth Services
Nicole	Termini	Page, Main
Elizabeth	Thacker	Librarian II, Chief of Main Office
Randy	Weaver	Senior Management Assistant, Project Read

Steering Committee

Susan	Hildreth	City Librarian
Toni	Bernardi	Chief, Office of Children & Youth Services
Roberto	Esteves	Chief, Information Resource Management
Gail	McPartland	Facilitator, Peninsula Library Services
Marcia	Schneider	Director, Public Affairs
Paul	Underwood	Deputy City Librarian

Library Service Responses presented in the
New Planning for Results: A Streamlined Approach[17]

FIGURE 9

Library Service Responses

Basic Literacy

A library that offers Basic Literacy service addresses the need to read and to perform other essential daily tasks.

Business and Career Information

A library that offers Business and Career Information service addresses a need for information related to business, careers, work, entrepreneurship, personal finances, and obtaining employment.

Commons

A library that provides a Commons environment helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues.

Community Referral

A library that offers Community Referral addresses the need for information related to services provided by community agencies and organizations.

Consumer Information

A library that provides Consumer Information service helps to satisfy the need for information to make informed consumer decisions and to help residents become more self-sufficient.

Cultural Awareness

A library that offers Cultural Awareness service helps satisfy the desire of community residents to gain an understanding of their own cultural heritage and the cultural heritage of others.

Current Topics and Titles

A library that provides Current Topics and Titles helps to fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

Formal Learning Support

A library that offers Formal Learning Support helps students who are enrolled in a formal program of education or who are pursuing their education through a program of homeschooling to attain their educational goals.

General Information

A library that offers General Information helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life.

Government Information

The library that offers Government Information service helps satisfy the need for information about elected officials and government agencies that enables people to participate in the democratic process.

Information Literacy

A library that provides Information Literacy service helps address the need for skills related to finding, evaluating, and using information effectively.

Lifelong Learning

A library that provides Lifelong Learning service helps address the desire for self-directed personal growth and development opportunities.

Local History and Genealogy

A library that offers Local History and Genealogy service addresses the desire of community residents to know and better understand personal or community heritage.

New Planning for Results: A Streamlined Approach by Sandra Nelson for the Public Library Association. American Library Association. Chicago and London. 2001.

Ingleside Branch Collection

Based on data provided on December 26, 2003

Collection	Current Coll Size (est)	% Collection	% in Circ (of coll)
ADULT COLLECTION			
Books			
Ready Reference	166	0.63%	N/A
Reference	233	0.88%	N/A
		0.00%	
New Books	1,314	4.97%	30.37%
Fiction	1,751	6.63%	10.91%
Large Type	9	0.03%	11.11%
Misc. (Oversize, Proj Read, etc.)	313	1.18%	2.56%
Adult Non-Fiction	4,633	17.53%	11.14%
Paperbacks	2,247	8.50%	info not available
Total books	10,666	40.36%	13.24%
Audio-Visual			
Videos	428	1.62%	42.52%
DVDs	157	0.59%	45.22%
CDs	204	0.77%	30.39%
Books on CD	24	0.09%	33.33%
Books on Tape	202	0.76%	13.37%
Discs/cassettes	63	0.24%	17.46%
Total AV	1,078	4.08%	33.49%
Teen			
Books	1,474	5.58%	22.05%
AV	151	0.57%	41.06%
Total Teen	1,625	6.15%	23.82%
Languages			
Chinese	2,259	8.55%	44.18%
Chinese AV	493	1.87%	40.77%
Spanish	9	0.03%	0.00%
Spanish AV	5	0.02%	20.00%
Vietnamese AV	1	0.00%	0.00%
Total Languages	2,767	10.47%	

Collection	Current Coll Size (est)	% Collection	% in Circ (of coll)
CHILDREN'S COLLECTION			
Board Books (Special)	245	0.93%	11.02%
Picture Stories (jPS)	1,854	7.02%	12.03%
Fiction	2,393	9.06%	16.55%
Easy Readers (jR)	533	2.02%	26.45%
Non-Fiction	3,630	13.74%	7.00%
Holiday	202	0.76%	15.84%
Reference	147	0.56%	N/A
Misc.	10	0.04%	20.00%
Total Books	9,014	34.11%	11.93%
Audio-Visual			
Videos	393	1.49%	26.46%
Audio Books	135	0.51%	20.00%
CDs	43	0.16%	16.28%
Cassettes	14	0.05%	0.00%
DVDs	59	0.22%	50.85%
Total AV	644	2.44%	26.09%
Languages			
Chinese	496	1.88%	7.61%
Chinese AV	17	0.06%	7.06%
Spanish	90	0.34%	2.22%
Spanish AV	5	0.02%	0.00%
Vietnamese	16	0.06%	0.00%
Vietnamese AV	4	0.02%	0.00%
Other Languages	4	0.02%	0.00%
Total Languages	632	2.39%	6.80%
Magazines/Newspapers			
English Magazines -- Adult	38		
English Magazines -- Teen	10		
English Magazines -- Children	14		
English Newspapers -- Adult	2		
Chinese Magazines -- Adult	10		
Chinese Magazines -- Teen	1		
Chinese Magazines -- Children	3		
Chinese Newspapers -- Adult	1		
Spanish Magazines -- Adult	1		
Total Mags/Newspapers	80		

SUMMARY	Current	% Collection	
	Coll Size (est)		
Adult Books (all languages)	12,934	48.94%	
Adult AV (all languages)	1,577	5.97%	
Total Adult (books, AV, and all languages)	14,511	54.91%	
		0.00%	
Teen Books	1,474	5.58%	
Teen AV	151	0.57%	
Total Teen (books, AV)	1,625	6.15%	
		0.00%	
Children's Books (all languages)	9,620	36.40%	
Children's AV (all languages)	670	2.54%	
Total Children (books, AV, and all languages)	10,290	38.94%	
TOTAL COLLECTION	**26,426**	**100.00%**	
TOTAL PERIODICALS	**80**		
TOTAL AV (all collections)	**2,398**	**9.07%**	

Appendix I: Library Collections and Shelving Needs

		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/ LF	LF Needed	Sections Needed	Aisle Width	SF Needed	Shelf Code
All shelves = 3 ft long											
Each section = single-sided, calculated @10.30, except Reference and children's picture books calculated @ 11.25 sf											
3.2	Adult Reference Collection:	250	100%	250	84"/5sh+base, divided w/ rollout shelf	6	42	2.8	42"	29	B
	Circulating Books										
	Adult Books										
3.1	Adult New/McNaughton Books Browsing	1,000	30%	300	66"/4sh+base	7	43	3.6	42"	37	D
3.5	Genre (M,SF,W)	900	50%	450	84"/6sh+base	8	56	3.1	42"	32	A
3.5	Fiction	1,600	75%	1,200	84"/6sh+base	8	150	8.3	42"	86	A
3.4	Nonfiction	4,000	75%	3,000	66"/4sh+base	10	300	25.0	42"	258	D
3.8	Intl Languages	3,200	50%	1,600	84"/6sh+base	8	200	11.1	42"	114	A
3.5	Large Print	350	75%	263	84"/6sh+base	8	33	1.8	42"	19	A
3.5	Mass market paperbacks	600	55%	330	Spinners inset into shelf unit (288 vols. Per unit)	16	21	1.1	42"	11	C
	Total Adult Books	**11,900**		**7,393**			**844**	**57**		**585**	
	Teen Books										
3.9	Mass market paperbacks	525	50%	263	Spinners inset into shelf unit (288 vols. Per unit)	16	16	0.9	42"	9	C
3.9	New & display	50	40%	20	66"/4sh+base	7	3	0.2	42"	2	D
3.9	Graphic novels	600	40%	240	84"/6sh+base	16	15	0.8	42"	9	A
3.9	Graphic novels (Chinese)	500	50%	250	84"/6sh+base	16	16	0.9	42"	9	A
3.9	Fiction & Genre	600	75%	450	84"/6sh+base	12	38	2.1	42"	21	A
3.4	Nonfiction (shelved w/ ANF)	350	75%	263	66"/4sh+base	12	22	1.8	42"	19	D
3.4	Career guidance & college	1,200	60%	720	66"/4sh+base	8	90	7.5	42"	77	D
3.8	Intl Languages (shelved w/Adult Int. Lang)	600	70%	420	84"/6sh+base	8	53	2.9	42"	30	A
	Total Teen Books	**4,425**		**2,625**			**252**	**17.2**		**177**	

Appendix I: Library Collections and Shelving Needs

		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/ LF	LF Needed	Sections Needed	Aisle Width	SF Needed	Shelf Code
	Children's Books:										
3.2	Reference (shelved w/ Adult Ref)	200	100%	200	84"/5sh+base, divided w/ rollout shelf	8	25	1.7	42"	17	B
4.1	New & display	100	50%	50	66'/4sh+base	7	7	0.6	42"	6	D
4.3	Fiction	1,200	75%	900	66'/4sh+base	13	69	5.8	42"	59	D
3.4	Nonfiction (shelved w/ ANF)	1,800	75%	1,350	66'/4sh+base	13	104	8.7	42"	89	D
4.3	Children's noninterfiled nonfiction & holiday	700	70%	490	66'/4sh+base	13	38	3.1	42"	32	D
4.3	Intl. Languages	500	75%	375	66'/4sh+base	15	25	2.1	42"	21	D
4.4	Picture Books	1,760	40%	704	48"/2sh+base divided	20	35	3.9	42"	40	G
4.4	Board books	240	40%	96	48"/2sh+base divided	24	n.a.	n.a.	42"	n.a.	Baskets
4.3	Easy Readers	1,000	65%	650	48"/2sh+base divided	20	33	3.6	42"	37	G
	Total Children's Books	**7,500**		**4,815**			**336**	**29**		**303**	
	Total Book Collection:	**23,825**		**14,833**			**1,432**	**103.5**		**1,065**	
	Audiovisual Media										
	Adult Media:										
3.7	Video	100	50%	50	66"/4sh+ base	10	5	0.4	42"	4	D
3.7	Video (Intl Language)	200	40%	80	66"/4sh+ base	10	8	0.7	42"	7	D
3.7	DVDs	1,480	40%	592	66", AV browse, 5 bins	30	20	1.3	42"	14	F
3.7	DVDs (Chineses)	550	50%	275	66", AV browse, 5 bins	30	9	0.6	42"	6	F
3.7	Music CDs	600	65%	390	66", AV browse, 5 bins	30	13	0.9	42"	9	F
3.7	Books on Tape & on CD	300	60%	180	66"/4sh+ base	10	18	1.5	42"	15	D
	Total Adult Media:	**3,230**		**1,567**			**73**	**5**		**55**	
	Teen Media										
3.7	Video (Career Guidance & College Placement)	25	150%	38	66"/4sh+ base	10	4	0.3	42"	3	D
3.7	DVDs (Career Guidance & College Placement)	25	150%	38	66", AV browse, 5 bins	31	1	0.2	42"	2	F

Appendix I: Library Collections and Shelving Needs

		Items Owned	% on Shelf	Items Shlvd	Shelf Type	Items/ LF	LF Needed	Sections Needed	Aisle Width	SF Needed	Shelf Code
3.7	Music CDs (shelved w/ adult CDs)	445	50%	223	66", AV browse, 5 bins	30	7	0.5	42"	5	F
3.7	Books on Tape & CD	100	60%	60	66"/4sh+ base	10	6	0.5	42"		D
3.7	Software & CD-ROMs (shelved w/ adult media)	75	60%	45	66"/4sh + base	10	5	0.4	42"	4	D
	Total Teen Media:	**670**	**5**	**403**		**0**	**91**	**23**	**2**	**0**	**15**	
	Children's Media:										
3.7	Video (shelved w/ adult videos)	100	65%	65	66"/4sh+ base	10	7	0.5	42"	6	D
3.7	DVDs (shelved w/ adult DVDs)	750	50%	375	66", AV browse, 5 bins	30	13	1.0	42"	11	F
3.7	Music CDs (shelved w/ adult CDs)	200	75%	150	66", AV browse, 4 bins	30	5	0.4	42"	4	F
3.7	Books on Tape & on CD	100	70%	70	66"/4sh + base	10	7	0.6	42"	6	D
3.7	AV kits in clamshells	100	65%	65	66"/4sh + base	12	5	0.5	42"	5	D
3.7	Software & CD-ROMs	75	75%	56	66"/4sh + base	10	6	0.5	42"	5	D
	Total Children's Media:	**1,325**		**781**			**42**	**3.5**		**36**	
	Total Media Collection:	**5,225**		**2,751**		**0**	**91**	**138**	**11**	**0**	**106**	
	Total Books & Media:	**29,050**		**17,583**				**1,569**	**114**		**1,171**	
	Magazines & Newspapers Displayed										
3.6	Adult English Lang Magazine Display	54 titles	100%	54	66"/4sh slanted w/ flat shelf below	1	54	4.5	42"	46	E
3.6	Adult Intl Languages Magazines Display	12 titles	100%	12	66"/4sh slanted w/ flat shelf below	1	12	1.0	42"	10	E
3.6	Adult English Lang Newspapers	5 titles	100%	5	66"/4sh plexi inserts	1	5	0.4	42"	4	H
3.6	Adult Intl Languages Newspapers	5 titles	100%	5	66"/4sh plexi inserts	1	5	0.4	42"	4	H
3.9	Teen Magazines Display	20 titles	100%	20	66"/ 4sh slanted w/ flat shelf below	1	20	1.7	42"	17	E
4.1	Children's Magazines Display	12 titles	100%	12	66"/ 4sh slanted w/ flat shelf below	1	12	1.0	42"	10	E
	Total Mag & Nsp Display:	**108 titles**		**108**			**108**	**9.0**		**93**	
	Total Linear & Square Ft Needed:						**1,677**			**1,264**	
	1.83 vols. Per capita										

Appendix J: Library Reader Seating

Space		Seating Type	# Tables	# Seats	SF/Chair	SF Needed
Reader Seating:						
For Adults						
3.4	Nonfiction Circulating Books	4-place tables, rectangular	2	8	25	200
3.6	Community Living Room / Magazines & Newspapers	lounge chairs	0	4	35	140
3.6	Community Living Room / Magazines & Newspapers	4-place tables, rectangular	1	4	25	100
Adult Seating subtotal:				**16**		**440**
For Teens						
3.9	Teens Area	4-place table, round	1	4	22	88
3.9	Teens Area	lounge chairs w tablet arms	0	2	35	70
Teens Seating subtotal:				**6**		**158**
For Children						
4.3	Children's Circulating Books	4-place tables, rectangular	2	8	25	200
4.6	Picture Books	4-place toddler seating	1	4	22	88
4.6	Picture Books	2-place lounge chairs	0	1	45	45
Children's Seating subtotal:				**13**		**333**
Reader Seating subtotal:				**35**		**931**
2.6 seats per every 1000 people						

Ingleside Branch Library Computers & Other Public Equipment

Space		Equipment Type	Units	SF/Seat	SF Needed
Public General Access Computers					
3.3	Computers for Adults & Teens	sitdown computer wkstn w/ 1 seat	10	32	320
3.3	Computers for Adults & Teens	stand-up computer OPAC wkstn	3	16	48
3.3	Computers for Adults & Teens	stand-up Internet express wkstn	2	16	32
4.2	Computers for Children	sitdown computer wkstn w/1 seat	4	32	128
	Total Public Computers		**19**		**528**
Other Public Equipment:					
2.1	Express Checkout & Reserves	express checkout station	2	45	90
3.11	Copy Center	copy machine	1	50	50
	Total Other Public Equipment		**3**		**140**
Public Printers/Scanners					
3.3	Computers for Adults	networked printer/print release station	1	24	24
3.3	Computers for Adults	networked scanner	1	12	12
4.2	Computers for Children	networked printers	1	12	12
	Total Public Printers/Scanners		**3**		**48**
	1 computer per every 699 people				

Appendix L: Sources Consulted and Planning Guides Used

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